Cornell University

*Department of* Human Centered Design
*(formerly Design+Environmental Analysis)*

# *CIDA Program Analysis Report (August 2022)*

1) List the names, titles, phone numbers, and e-mail addresses of administrators who will receive a copy of the final Accreditation Report. CIDA distributes **1 complimentary hard copy** of the Accreditation Report to the first individual listed below (physical address required). Other individuals listed will receive a digital copy of the report. Additional hard copies may be requested for a fee of $25 per report. Be sure to include the following individuals:

| | |
|---|---|
| Chancellor, president, provost, or chief academic officer of the university or school | *Michael I. Kotlikoff* |
| | *300 Day Hall* |
| | *Cornell University* |
| | *Ithaca, NY 14850* |
| | *607 254-4636* |
| | *provost@cornell.edu* |
| Dean of the college or school | *Rachel Dunifon* |
| | *607 2525-6535* |
| | *red26@cornell.edu* |
| Chair of the department | *Yasser Gowayed* |
| | *607 255-0465* |
| | *gowayed@cornell.edu* |
| Head of the interior design program | *Rhonda Gilmore, LEED AP, NCIDQ; Senior Lecturer, Director of Undergraduate Studies* |
| | *607 255-1951* |
| | *rg35@cornell.edu* |
| Other: | *So-Yeon Yoon, NCIDQ; Associate Professor* |
| | *607 255-8467* |
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| | *Mardelle M. Shepley, Professor* |
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**Report submitted by (signature and date)** **Yasser Gowayed** **August 30, 2022**

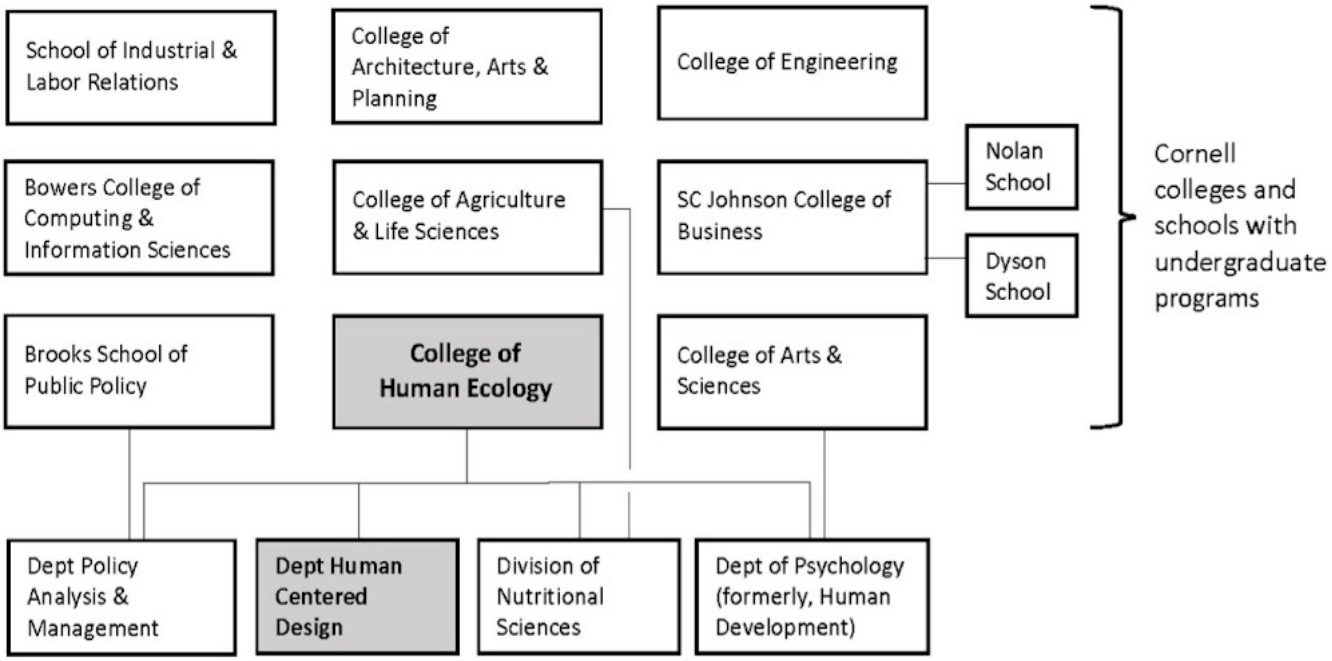
**Report submitted by (signature and date)** **Rhonda Gilmore** **August 30, 2022**

**Report submitted by (signature and date)** **So-Yeon Yoon** **August 30, 2022**

**Report submitted by (signature and date)**

2) Insert the organization chart showing the program's relationship to the department and/or administrative unit in which it is located, any allied departments, and the institution as a whole here.

## The Department of Human Ecology in the Context of the University and College



## Section 1. Institutional and Program Data

| | |
|---|---|
| Type of institution<br>(Check one) | ☒ Public<br>☒ Private, non-profit<br>☐ Private, for-profit |
| Size of population where the institution is located<br>(Check one) | ☐ Population of 250,000 or more persons<br>☐ Population of 50-250,000 persons<br>☒ Population under 50,000 |
| Total enrollment for the institution on the campus where the program is located | Student Enrollment as of Fall 2021: 15,503 undergraduate, 7,101 graduate, 2,978 professional students |
| Academic year of this report | 2022 |
| Current Council for Interior Design Accreditation status<br>(Check one) | ☒ Accredited<br>☐ Not accredited<br>☐ On probation |
| Check all **institutional** (university/ college) accreditation(s) | ☐ Accrediting Commission of Career Schools and Colleges of Technology<br>☐ Accrediting Council for Independent Colleges and Schools<br>☐ Distance Education and Training Council<br>☒ Middle States Association of Colleges and Schools<br>☐ North Central Association of Colleges and Schools<br>☐ New England Association of Schools and Colleges<br>☐ Southern Association of Colleges and Schools<br>☐ Western Association of Schools and Colleges<br>☐ National Association of Schools of Art and Design<br>☐ Provincial Ministry of Education<br>☐ Other (specify)<br>_____ |
| Check other specialized accreditations or endorsements for the interior design program and/or unit | ☐ National Association of Schools of Art and Design<br>☐ National Kitchen and Bath Association<br>☐ American Association of Family and Consumer Sciences, Council for Accreditation<br>☐ National Architectural Accrediting Board<br>☒ Other (specify)<br>International Interior Design Association |

**Section 1. Institutional and Program Data**

| | |
|---|---|
| Which classification best describes your institution: | ☒ Doctoral/Research Universities<br>☐ Master's Colleges and Universities<br>☐ Baccalaureate Colleges and Universities<br>☐ Baccalaureate/Associates Colleges<br>☐ Associates Colleges<br>☐ Not applicable |
| Primary institutional mission (Check one) | ☐ Teaching<br>☐ Service<br>☒ Research |
| Academic unit housing program (Check one) | ☐ Architecture<br>☐ Art<br>☐ Design<br>☐ Fine Arts<br>☐ Interior Design<br>☐ Human Ecology<br>☐ Engineering/Technology<br>☒ Other (specify)<br>Human Centered Design |
| Name of College or School (within the institution that houses the program) | College of Human Ecology |
| Division, if applicable, or unit name where the program is housed | n/a |
| Department, if applicable, or unit name where the program is housed | Human Centered Design |

## Section 1. Institutional and Program Data

Identify the three most influential factors impacting change to the program curriculum where 1 indicates the most influential

| | |
|---|---|
| | Administration |
| | Facilities |
| | Faculty |
| | Finances |
| 2 | Council for Interior Design Accreditation Standards |
| | Industry trends |
| 3 | Societal trends |
| | Student demographics |
| | Practitioner feedback |
| 1 | Research |
| | Advisory Board |
| | Student assessment |
| | Other (specify) |

Degree(s) offered by the accredited program or program seeking accreditation (list only those degrees eligible for accreditation review)

B.S. in Design + Environmental Analysis

Degree(s) or certificate(s) offered by the program but not eligible for accreditation review

M.A. in Design; M.S. in Human Environment Relations; Ph.D. in Human Behavior and Design

Program length; total credit hours required for graduation, including liberal arts and electives. (Indicate in the units used by institution)

| | |
|---|---|
| 120 | Semester hours |
| n/a | Quarter hours |
| n/a | Trimester hours |

Total liberal arts and sciences/general studies hours required to complete the program. (Indicate in the units used by institution)

| | |
|---|---|
| 31-34 | Semester hours |
| n/a | Quarter hours |
| n/a | Trimester hours |

Of the total number of credit hours required for graduation, how many are elective credits in the program. (Indicate in the units used by institution)

| | |
|---|---|
| 16-24 | Semester hours |
| n/a | Quarter hour |
| n/a | Trimester hours |

**Section 1. Institutional and Program Data**

How often do practicing professionals (including jurors, project critics, guest lecturers, and mentors) participate in the program?

☐ 1-3 times per semester/quarter
☐ 4-6 times per semester/quarter
☐ 7-9 times per semester/quarter
☒ more than 10 times per semester/quarter

Rate whether the number of practicing professionals who participate in the program is adequate (check one)

| Inadequate | | | | Adequate |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☒ |
| 1 | 2 | 3 | 4 | 5 |

Is work experience (internship, co-op) required? ☐ Yes ☒ No

If yes, indicate the minimum number of clock hours needed to fulfill this requirement. _____

.

If work experience (internship, co-op) is elective, what percentage of students complete this? 90 %

Are students required to take business courses from units outside the program? ☐ Yes ☒ No

If yes, indicate the number of credit hours needed to fulfill this requirement. _____

Does the curriculum include a service learning or community service requirement? ☐ Yes ☒ No

If yes, indicate the required clock hours or measure of participation. _____

Is any of the curriculum provided through distance learning? ☐ Yes ☒ No

If yes, list the courses and indicate whether required (R) or elective (E). Indicate with an * the courses that are also offered on site. _____

If there is a maximum number of credit hours that may be taken by distance education, indicate the amount.

n/a Semester hours
_____ Quarter hours
_____ Trimester hours

What percentage of students transfer from other institutions into your program? 8%

Do you have any formal articulation agreements in place with those institutions? ☐ Yes x No

## Section 1. Institutional and Program Data

Number of students who are enrolled in the interior design program in the **current** academic year:

| | Full Time | Part Time |
|---|---|---|
| First year/freshmen | 25 | n/a |
| Second year/sophomores | 14 | n/a |
| Third year/juniors | 17 | n/a |
| Fourth year/seniors | 20 | n/a |
| Fifth year if applicable | n/a | n/a |
| Total enrollment for the **current** academic year | 76 | n/a |

Estimate the percentage of students enrolled (include all students for all years) in the interior design curriculum who fall into the following categories (each section should equal 100%):

| | |
|---|---|
| Residents of the state/province | 10 % |
| Nonresidents of the state/province | 65 % |
| Nonresident aliens (international students) | 25 % |
| **Total** | **100%** |

| | |
|---|---|
| Male | 20 % |
| Female | 80 % |
| **Total** | **100%** |
| Black, non-Hispanic | 1 % |
| American Indian or Alaskan Native | 1 % |
| Asian or Pacific Islander | 58 % |
| Hispanic | 6 % |
| White, non-Hispanic | 24 % |
| Other | 10 % |
| **Total** | **100%** |

| | |
|---|---|
| Traditional age students | 100 % |

**Section 1. Institutional and Program Data**

| | |
|---|---|
| Returning adult students | 0 % |
| **Total** | 100% |
| Students with previous baccalaureate degrees | 0 % |
| Students with previous associate degrees | 0 % |

How many students completed the program and graduated in each of the last three academic years?

| | |
|---|---|
| 21 | 2021-22 |
| 23 | 2020-21 |
| 12 | 2019-20 |

How many graduates from the past year are employed as interior designers? If known, indicate in the specializations listed.

| | |
|---|---|
| 2 | Health care |
| | Hospitality |
| | Retail |
| 2 | Corporate |
| 1 | Residential |
| 3 | Unknown, but interior design |

How many students who completed the program during the past academic year are continuing their education in a graduate program?

| | |
|---|---|
| 1 | Interior design |
| | Architecture |
| | Business |
| | Other (specify) |

What is the average student to faculty ratio in interior design studios?

11 : 1
Students Faculty

Total full-time faculty members for the interior design program

4 full-time Interior Design Faculty within a department of 16 total (all of whom teach ID-related classes)

Total adjunct, part-time, and support faculty members or instructional personnel for core courses of the program
(If there is change from year to year, provide an average of the past three years and indicate that the total is an average.)

2-3

Salary range for full-time faculty in the program (annual salary)

$73,321 to $229,117

Full-time faculty members

| Name | Highest Degree MA, MS, Ph.D. | Discipline of degree | Passed NCIDQ | Full-time practitioner and/or faculty experience (# of years for each) FT Practice | FT Faculty | Professional Society Memberships (list all) |
|---|---|---|---|---|---|---|
| **Interior Design Studio Faculty** | | | | | | |
| Nooshin Ahmadi | M.Arch. | Architecture | No | 5 years | 9 years | LEED; EDAC; NCARB |
| Rhonda Gilmore | M.A. | Design History and Theory | Yes | 8 years | 30 years | LEED AP; IDEC; HPPA;NTHP; NCPE |
| Mardelle Shepley | D. Arch. | Architecture and Psychology | No | 15 years | 29 years | FAIA; FACHA; EDRA; EDAC; WELL; LEED |
| So-Yeon Yoon | Ph.D. | Information Technology | Yes | 3 years | 21 years | ASID;IDEC; IIDA |
| | | | | | | |
| **Other Design Studio Faculty** | | | | | | |
| Leighton Beaman | M.Arch. | Architecture | No | 19 years | 15 years | ACADIA; IJAC; AIA; ACSA |
| John (Jack) Elliott | M.I.D; M.Arch. | Industrial Design and Architecture | No | 9 years | 23 years | LEED AP; IDEC; AIA; ADPSR |
| Keith Green | Ph.D. | Architectural Robotics | No | 3 years | 27 years | RA; IEEE; ACM; SIGCHI |
| Ying Hua | Ph.D. | Bldg Performance & Diagnostics | No | 0 years | 14.5 years | China-GBC; IFMA |
| Renata Leitao | Ph.D. | Graphic Design and Community Engagement | No | 7 years | 1 year | DRA |
| Saleh Kalantari | Ph.D. | Architecture | No | 3 years | 8 years | CIDS; ACADIA; IDEC; ASD |
| Jay Yoon | Ph.D. | Industrial Design | No | 5 years | 5 years | DRS; DS |
| | | | | | | |
| **HER Support Faculty** | | | | | | |
| Gary Evans | Ph.D. | Cognitive Psychology | No | 0 | 46 years | HFES Fellow |
| Cindy (Hsin-Liu) Kao | Ph.D. | Wearable Technology | No | 1 year | 4 years | ACM; SIGCHI; IEEE |
| Janet Loebach | Ph.D. | Environmental Psychology | No | 12 years | 3 years | PEO; EDRA; IPA; IAPS; CPA-EP |
| Nancy Wells | Ph.D. | Psychology & Architecture | No | 0 | 21 years | EDRA; IAPS |
| Rana Zadeh | Ph.D. | Architecture | No | 2.5 years | 10 years | LEED; EDAC; AIA Asso; ASHRAE |

*ACADIA: Association for Computer Aided Design*
*ACM SIGCHI: Association for Computing Machinery*
*Special Interest Group Computer Human Interaction*
*ACSA: Association of College Schools of Architecture*
*ACHA: American College of Healthcare Architects*
*ADPSR: Architects/Designers/Planners for Social Responsibility*
*AIA: American Institute of Architects*
*APA: American Psychological Association*
*ASD: Advanced Spatial Design Research*
*ASHRAE: American Society of Heating, Refrigerating & Air-Conditioning*
*ASID: American Society of Interior Designers*
*CHD: Center for Human Development*
*CIHF: Cornell Institute for Healthy Futures*
*CIDS: Center for Integrative Developmental Science*
*CPA-EP: Canadian Psychological Association - Environmental Psycholog*
*DS: The Design Society*
*DRS: Design Research Society*
*EDAC: Evidence-Based Design Accreditation and Certification*
*EDRA: Environmental Design Research Association*
*C-GBC: China Green Building Council*
*HFES: Human Factors and Ergonomics Society*
*IAPS: International Association of Pastel Societies*
*IPA: International Play Association*
*IDEC: Interior Design Educators Council*
*IEEE: Institute of Electrical and Electronics Engineers*
*IFMA: International Facility Management Association*
*IJAC: International Journal of Architectural Computing*
*IIDA: International Interior Design Association*
*ILA: International Literacy Association*
*HPPA: Historic Preservation & Planning Alumni*
*LEED AP: LEED Certification*
*NCPE: National Center for Preservation Education*
*NTHP: National Trust for Historic Preservation*
*PEO: Professional Engineers of Ontario*
*RA: Registered Architect*
*USGBC: The U.S. Green Building Council*
*WELL: WELL Building Institute*

Does the state or province in which the program is located regulate the interior design profession and/or require licensing of interior designers? ☒ Yes ☐ No

*https://www.labor.ny.gov/stats/olcny/interior-designer.shtm*

## Section 2. Introduction

1) **State the mission of the institution and describe the impact that significant institutional characteristics have on the teaching and learning environment.**

**University Mission**. Cornell's mission is to discover, preserve, and disseminate knowledge; produce creative work; and promote a culture of broad inquiry throughout and beyond the Cornell community. Cornell also aims, through public service, to enhance the lives and livelihoods of our students, the people of New York, and others around the world. http://www.cornell.edu/about/mission.cfm The Ithaca campus serves approximately 25,600 students.https://www.cornell.edu/about/facts.cfm

Research Tier I University. Cornell University is a world-class research institution with a strong commitment to undergraduate education and outreach. Unlike many universities that rely heavily on PhDs and Masters students for course instruction, Cornell generally does not allow graduate students to teach courses. Cornell has an increasingly high expectation that research will be a formal part of the undergraduate experience.

Ithaca and NYC. The main campus is located in Ithaca with Weill Cornell Medical and the Cornell Tech Center located in NYC. The university is committed to strengthening program ties across these three campuses.

Public and Private. Unlike any other institution of higher education in the United States, Cornell University is both a private Ivy League university and the public Land Grant University of the State of New York. That is, its funding comes from both private sources and state appropriations. Faculty and students are not distinguished by the public or private funding streams.

Engaged Learning and Research. This initiative advances Cornell's commitment to engaged research, teaching, and practice. The program supports "service-learning, public scholarship and community based research on Cornell's campus." The endeavor provides resources to enable students to interact more effectively with the community, supports faculty in engaged teaching, and advocates for policies that reflect the culture of engagement.

**College of Human Ecology (CHE) Mission**. CHE's mission is to improve lives by exploring and shaping human connections to natural, social and built environments. The College's combination of a rigorous academic curriculum with basic and applied research topics position it to make world-class discoveries and teaching in the life sciences, natural sciences, and social sciences. https://www.human.cornell.edu/about/mission CHE's total student body is ~1,700.

We pursue this mission through the multi-disciplinary work around eight cross cutting themes: Health + Design, Sustainability, Economics and Federal Policy, Community and Family Policy, Public Health, Policy and Nutrition, Lifespan Development, and Neuroscience and Human Development which cross the boundaries of all four departments: Division of Nutritional Studies (DNS), Policy Analysis and Management (PAM), Psychology, and Human Centered Design (HCD).https://www.human.cornell.edu/admissions/undergraduate

**Impact of Mission on Teaching and Learning Environment**. In the Department of Human Centered Design, eight of the 11 full-time faculty that teach studio have formal research appointments. Faculty with terminal masters degrees have 70/30% or 80/20% teaching/research or 100% teaching appointments; those with PhDs have 50/50% appointments with a three-course load per year.

Community engagement and NYC Outreach. DEA has worked in recent years to weave Weill-Cornell Medical into DEA research and curriculum with courses such as Design Accountability, Health & Healing Studio,and Policy Meets Design, all of which integrate research and studio projects with real clients from the medical school and community groups. Under the leadership of HCD Department Chair Yasser Gowayed, we are building a relationship with the Cornell Tech Campus in NYC.

Dissemination of knowledge and outreach to the communities is part of the university mission and therefore the program mission. We achieve this through publications and presentations of research findings, but also through a robust program of project-based community partnerships. In addition, DEA faculty have supervised summer undergraduate interns in placements in Cooperative Extension agencies.

Liberal Arts Education. Liberal Arts Education is foundational. It is the policy of both the college and department that students receive a general education in addition to their professional education. Distribution requirements ensure that all students have access to the full range of courses of the University. College policy prohibits any department or major from overly specifying a student's program by ensuring 24-27 free elective credits. Students take 11 DEA Core Courses (32 credit hours) plus a choice of 9 out of 31 DEA Thematic Courses (27-36 hours). The remaining classes (both required and elective) support a broad liberal arts education via the College and the University.

Masters and doctoral program. Our three graduate programs attract professionals and scholars who wish to blend research and practice: PhD in Human Behavior and Design, MS in Human Environment Relations, and MA in Design. To our knowledge, Cornell is the only university in the country with a PhD in Human Behavior and Design.

**2) Provide a brief program history of the interior design program undergoing evaluation addressing its origins, development over time, and any significant changes and their impact on the following: the program's academic unit, mission and goals, and curriculum content and/or sequence.**

**1969-82 Origins and Focus**. DEA was created in 1969 when the College of Home Economics was reorganized as the New York State College of Human Ecology. DEA offered undergraduate education in four professional areas: interior and product design, apparel design, textiles science, and human factors & ergonomics. Following an extensive curriculum review, product design was eliminated in 1983 and the department refocused around a professionally-oriented interior design program and a related program in facility planning and management.
**1985 Split with Textiles & Apparel**. In 1985, DEA split into two distinct departments, DEA and Textiles and Apparel (later named Fiber Science and Apparel Design). In 2008, DEA launched a PhD degree program.
**2010-12 Re-Envisioning DEA**. Though success and national recognition was still evident in student placements and research output, signs of the need for change were emerging. In 2014 DEA launched a new integrative curriculum. The old, discipline-driven model (which forced students to follow the same sequenced set of courses) was replaced with an issue-driven, flexible yet focused system organized around three overarching research themes: Design Innovation and Strategy, Sustainable Futures, Health & Well-being. Students now identify their interest area, then tailor their program of study to their future goals.
**2021 Reintegration of Departments**. In the 32 years since the separation of the department into two units, transdisciplinary design practice evolved and it became clear that through the sharing of resources, integration of teaching, and enhanced transdisciplinary research, there would be significant benefits to rejoining forces. In November 2021, the reintegration became official and the Department of Design + Environmental Analysis and the Department of Fiber Science and Apparel Design combined and became the Department of Human Centered Design. DEA and FSAD are still programs within HCD, but the increased size of the department positively impacted our campus visibility and resulted in an influx of resources in the form of additional space, equipment and faculty lines.

**3) Describe the program's educational philosophy and/or approach to delivering interior design education. This should include a discussion of significant program characteristics and the impact they have on the teaching and learning environment.**

**Human Centered Design Philosophy**. The Department of Human Centered Design (HCD) supports the enrichment of people and their environments through transdisciplinary activity. We integrate analog and digital knowledge, tools, methods, and creative processes from design, humanities, social sciences, and physical sciences to address real-world challenges. Faculty and students conceptualize, prototype, and evaluate processes that enhance human potential, well-being, and community. Our graduates possess the tools, skills, and strategies to become industry leaders, visionary academics, and pioneering practitioners. All DEA program faculty embrace a human-centered philosophy in their teaching and research, ranging from community engaged graphic design to robots that support learning environments. There are three B.S. degree options in HCD: Fiber Science, Fashion Design & Management, and Design + Environmental Analysis (DEA). DEA is the option for our interior design program.
**Student-centric and Integrative.** The DEA undergraduate degree offers an integrative, flexible undergraduate curriculum that is student-centric, with a strong liberal arts foundation. The program provides a substantive design education and simultaneously is one of few comparable programs that is STEM certified. The degree program employs a systematic view of design and research. User needs and experiences are at the core of the discovery process and design solutions. They are informed by the disciplines of environmental psychology, human development, human factors, and sustainability, among others.
**Research Informed/Evidence-based Design**. Evidence-based design demands an understanding of the research process in addition to the design process; analytical thinking supports creative, explorative thinking. All DEA undergraduates take courses in research methods and statistics and the majority conduct research with a faculty member as part of their undergraduate experience. All DEA undergraduates take courses in research methods and statistics and the majority conduct research with a faculty member as part of their undergraduate experience. Faculty provide opportunities for students to engage in undergraduate research, typically through independent

studies which are in addition to the core teaching loads of faculty .Informed by the sciences, arts and technology, a whole systems view of design impact permeates the curriculum structure, coursework and faculty research.

https://www.human.cornell.edu/hcd/academics/undergraduate-study/design-and-environmental-analysis

**1) Provide the goals of the interior design program.**

**Integrative Curriculum**. Themes now focus on design/research impact areas (vs. discipline-centric areas), which helps DEA contribute more visibly to the College's mission. Themes align with faculty research indicating areas of major strength; studio/seminar experiences engage students in a variety of projects of various building types, scales, and issues. Themes allow for flexibility with focus, providing more student-centric, choice-based curriculum-planning tailored to the student's future goals – from practitioner to advanced degree planning. Themes also encourage enrollment from outside the major, which supports cross-disciplinary goals and transfers into DEA. Sequencing of fundamental and Core Courses is maintained by clearly indicating which courses are entry Core level (1000) to more advanced Thematic choices (4000) in upper-level coursework. Vertical studio enrollment after the freshman year supports a healthy mix of students (versus a fixed cohort) and facilitates transfers from other majors into our program.

**Forward-Thinking Interior Design Program**. Design + Interior Environments (D+IE) represents one of 2 elective pre-professional course strategies: students are not required to select one of these strategies but are advised to follow the suggested course schedule if they wish to sit for the NCIDQ examination and become a certified professional interior designer. The D+IE course strategy focuses on studio education that synthesizes and applies knowledge from the required lecture courses, with a focus on design theory, process, methods, and research. During the first year, the curriculum focuses on fundamentals (two- and three-dimensional design, concept development, drawing, graphics, and media techniques) and then progresses to a more integrative project-specific approach in upper studios. A comprehensive studio experience (larger-scale projects from programming to construction documents) may take place during the Fall term of the senior year followed by additional elective upper level studios that focus on competitions, enhancing student skills regarding strategic design consulting, and designing for special populations.

**2) Describe the self-study process your program completed in preparation for the CIDA accreditation review**, including:

- The methods used to determine whether the program meets CIDA Standards and program goals.
- Who was engaged in the self-study process (e.g., faculty members, students, advisory boards, or employers) and how these individuals or groups were involved.
- Any unique characteristics of your self-study process (e.g., overlap with a self-study activity undertaken for institutional or other purposes).

**Methods Used to Determine CIDA Compliance**.

CIDA goals were discussed during faculty meetings between 2017-2022. A subcommittee consisting of a full professor (former departmental chair), associate professor (Director of Undergraduate Studies) and senior lecturer met bi-weekly and weekly between 2021 and 2022 to develop task assignments and schedules. Three students were employed to engage with and promote the process.

The Director of Undergraduate Studies created a matrix in 2019 with the CIDA standards, which faculty used to indicate how their course content related to CIDA goals. This exercise helped us to address potential shortcomings. The three-person subcommittee reviewed the content for errors and omissions and then distributed the revised matrix to the faculty for confirmation. Since 2019 faculty have been adding course content in support of the Standard designations on our CIDA Canvas site.

Much of the self-study for CIDA program review is integrated into the routine operations of the college and university. We are required to provide multiple annual assessments of a) student learning, b) faculty productivity, and c) departmental goals and achievements, all of which provide continuous and wide-ranging data and feedback on which to base improvement plans. These include:

Annual Faculty Activity Reports. Each year faculty report on research, teaching and outreach achievements and goals. These reports provide the basis for performance reviews and salary increases. One on one discussions with the chair address teaching issues raised in student course evaluations.

Annual Review of Learning Outcomes. Incorporated into end of year reporting as part of the Mid-States Accreditation review, each faculty must update and report our progress in meeting the explicit learning outcomes for each of their courses and discuss how they help fulfill the outcome priorities set by the college.

Annual Department Report. At the end of each academic year, the chair prepares an annual report for the department which outlines major achievements and progress toward explicit goals set the prior year including

enrollment, funding, major research initiatives, new curriculum initiatives and achievements.

Course Evaluations. At the end of each semester, courses are scored on ten standard questions and comparisons to the department mean and overall college mean are shown. Qualitative comments are also collected and documented. The chair reviews each course evaluation before writing performance reviews.

2016- present Annual Strategic Planning Retreats. Three annual retreats were used to reflect on strengths and weaknesses, teaching goals, research goals, and trends in the profession.

2019 - 2022 CIDA Planning Sessions. Our CIDA team held meetings to plan and engage our stakeholders in the process.

**Who was Engaged in the Process.**

Students, faculty and alumni have all been involved in our review process, as well as the administration, who has supported our decision to be reviewed for continued accreditation.

Senior Exit Interviews. The department has a program of 1:1 and small group sessions with seniors to discuss how best to improve the program. This feedback was woven into strategic planning retreats and faculty meetings. The pandemic curtailed opportunities to spontaneously meet and we are working to create new opportunities to solicit feedback.

Monthly Faculty Meetings. Faculty meet for 2 hours each month to discuss critical issues and make adjustments as needed for the program. This meeting is independent of monthly meetings about graduate study concerns.

Alumni Engagement. Prior to the pandemic, both on and off campus, alumni met with students and faculty in courses, alumni receptions, our annual career fair PURSUIT, field trips and at regional alumni development events. Although visits were somewhat truncated during the COVID pandemic, faculty continued to engage alumni remotely through our Career Explorations class, and in other courses. In the past year, more direct contact with alumni has taken place with alumni participating in class projects again. Our alumni also meet in New York on a regular basis and communicate to faculty an overview of the proceedings. The chair and faculty make it a point to interact with alumni in open-ended discussions on strengths and ways of improving the program during visits to New York City, at conferences, and during research projects. Many alumni are involved in PURSUIT, representing over 85% of the participants. Over 20 firms participate and the growth during the last nine years has been consistent (from 10 in 2014 to 24 firms in 2022). Our students are often hired by alumni who then mentor our students during internships.

"Your DEA Experience" Survey 2020.

Our Director of Undergraduate Studies conducted a survey that analyzed how we are serving our students. This compilation provided valuable insight into the effectiveness of our courses, our demographics, and gave the faculty a student-centric view into our teaching, research, and outreach.

**Unique Characteristics of 2018 External Department Review Process.**

In 2018 the entire department underwent a complete review (including the graduate programs), the first since 2006. Four reviewers came to campus, led by Margaret Portillo, Professor of Interior Design and Associate Dean for Research at the University of Florida. The overall evaluation was very supportive. Nineteen comments and recommendations were made, some of which can be broadly applied to our undergraduate program and are discussed in the following section.

**3) Describe the results of the program's self-study by addressing the following:**

**What strengths did the program identify?**

CIDA reviewers in the 2016 VTR review emphasized our innovative program and identified the following "notable and/or innovative aspects of the program" and we perceive these to persist. They include:

- Emphasis on research and opportunities for student/faculty collaboration
- Multiple free electives
- High admission standards and selective admissions
- Cross-disciplinary work across the curriculum within the college and campus-wide
- Facilities and equipment, including dedicated spaces, which support student learning and faculty research
- Low faculty teaching load and high research expectation
- Low student-faculty ratio
- Emphasis on human-centered design and research

The 2018 External Review also found these points of excellence, which we consider to be strengths:

- Agile Entrepreneurial Faculty: Many have achieved a world class research program or in the early stages of their academic careers and are well positioned for high level productivity and leadership
- Human-centered Design Core in a Renewed Curriculum steeped in the Social Sciences
- Longstanding Applied Service Learning Impact (a model of what Engaged Cornell aspires to)

In our subsequent review in preparation for the 2022 CIDA visit, we concurred with these positive findings and added our ability to simultaneously support design and research while addressing the CIDA standards as one of our strengths.

**What gaps did the program identify?**

Deficiencies noted from previous review and external review.

No deficiencies were noted by the reviewers in the 2016 CIDA VTR, although we were asked to provide evidence of courses that addressed fire code compliance, which we did. Subsequently we have emphasized this content in our studios.

External reviewers in 2018 made some suggestions that might impact the undergraduate interior design program:

- Claim our track record in translational design thinking and innovation
- Provide a more detailed strategic plan
- Develop an explicit, iterative infusion of human centered research into design
- Create stronger ties with industry and NYC
- Create signature research and service programs

In our subsequent review in preparation for the 2022 CIDA visit, we concurred with these findings and noted the challenges of providing such a broad-based program. Our response to these recommendations regarding growth are provided at the end of this section.

Additionally we noted the following shortcomings:

Diversity.

People are more effective problem solvers if they engage with students, faculty, and community members from diverse backgrounds. Many of our core courses (e.g., Environmental Psychology, Making a Difference by Design, and Programming), as well as faculty research interests, reflect this commitment. However, ensuring diverse representation is an ongoing problem for the design profession. DEA recognizes the need to be more strategic and aggressive about enhancing diversity in our admissions process, faculty hires and our courses if we are to broaden the multicultural representation in the design profession.

Visibility.

The DEA program in the Department of Human Centered Design is a small program that graduates 12-24 undergraduates per year. Our impact and visibility are limited by these numbers. We are searching for ways to broaden our visibility and the combined departments have added a half-time staff member to promote our work.

Makerspace.

Many of our new faculty need makerspace for their research. This impacts our undergraduates as many of them conduct research with faculty. The college has recently identified a new space that intends to address this issue.

**What evidence was collected and what did analysis of evidence reveal?**

The review of our curriculum via faculty discussions and the matrix analysis, as well as the results of conversations with students and alumni, suggest that we are supporting our mission. While not an explicit goal, our interest in supporting design and research simultaneously led to the hiring of multiple types of design researchers. In 2016 there were only five design studio faculty in the department. Now there are 11. Four faculty provide the Core interior design studio curriculum (Ahmadi, Gilmore, Shepley, and Yoon) two of whom (Gilmore and Yoon) are NCIDQ certified. Shepley and Ahmadi are registered architects with experience in interior architecture practice.

**What led to strengths or gaps?**

The strengths are due to the excellent quality of our students, faculty and staff, and the disciplinary diversity of our faculty and course offerings. Gaps might be generated due to our aspiration to be excellent in all matters of our academic programs – sometimes difficult (but not impossible) to achieve.

**What observations about the program mission and goals were made in relation to the self-study process?**

Since the last CIDA review, the College of Human Ecology appointed a new dean, Rachel Dunifon. The dean's area of research is "child and family policy, examining the ways in which policies, programs and family settings influence the development of less-advantaged children." The prior mission of the college, "to improve lives by exploring and shaping human connections to natural, social and built environments" has been affirmed by the new

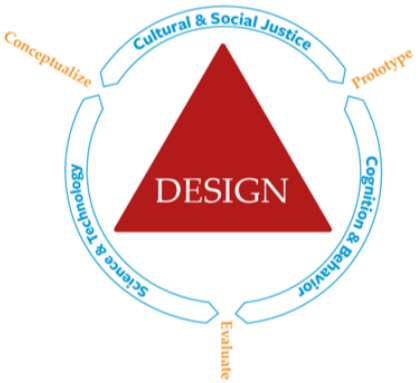
administration. These operate in parallel with the mission and goals of the new Department of Human Centered Design and Interior Design program. The basic mission was unchanged but three additional goals were emphasized, one relating to a stronger focus on social justice, another embracing the integration of design and research and the other involving the smooth integration of the two departments.

**Were any changes made to the program mission or goals as a result of the self-study?**

Social Justice. Regarding enhanced goals, while the support of racial and social justice has always been part of our mission, DEA participated in the college's Cohort Initiative to recruit faculty whose area of design and research support racial and social equity. To this end, we hired Renata Leitao, a graphic designer whose area of research is community and participatory design process.

Balancing Design and the Science of Design. Multiple faculty retired or were partially reallocated since the last CIDA review (e.g., one became a half-time associate dean and another a halftime director of the China Center). We successfully recruited new faculty who could continue to address our mission and goals – individuals who were talented in both design and research. As a result of these objectives, we recruited seven new faculty:

- Nooshin Ahmadi, M.Arch., Lecturer (now under review for Senior Lecturer)
- Leighton Beaman, M.Arch., Associate Professor of Practice
- Saleh Kalantari, M.Arch., Ph.D. in Architecture, Assistant Professor
- Cindy Kao, M.S. Computer Science, Ph.D. in Media Arts , Assistant Professor
- Renata Leitao, M.S. Design & Complexity, Ph.D. in Environmental Design, Assistant Professor
- Janet Loebach, M. Environmental Design, Ph.D. in Children's Urban and Health Geography, Assistant Professor
- Jay Yoon, M.Sc Design for Interaction, Ph.D. in Industrial Design, Assistant Professor




Smooth Integration of Departments. One of the benefits of combining faculties is taking advantage of our overlapping missions. For example, among the latest faculty hires in FSAD was Dr. Jaleesa Reed, whose area of research is retail store design in black beauty supply stores. FSAD courses relevant to interior design include: FSAD 1250 Fashion, Art and Design Thinking, FSAD 1350 Fibers, Fabrics and Finishes; FSAD Global Textile and Apparel Sustainability; FSAD 3259 Color and Surface Design of Textiles; Human Factors: Anthropometrics and Apparel. Similarly several DEA classes are of appeal to students in the FSAD program (e.g., Portfolio Design).

External Review Panel. The 2018 External Review provided an excellent opportunity to look at our program between accreditation visits. Their comments and our responses follow.

- Claim our track record in translational design thinking and innovation. *Response: we initiated a Design@Cornell event and working group that successfully engaged designers across disciplines on campus.*
- Provide a more detailed strategic plan. *Response: A series of detailed strategic plans were developed. A new one is in progress due to the integration of departments (DEA and FSAD)*
- Develop an explicit, iterative infusion of human centered research into design. *Response: Since 2016, five faculty have retired and seven new faculty have been hired, 6 of whom have standard design backgrounds (architecture, environmental design, graphic design and industrial design - the 7 $^{th}$ has a PhD from MIT in Media Arts), and 5 of whom have doctoral degrees. All conduct human-centered design research.*

- Create stronger ties with industry and NYC. *Response: The department is collaborating with other design units on campus to enhance our engagement with Cornell Tech and Weill Cornell, both in New York City. Our student interior design organization shifted from ASID to IIDA: the group met virtually during the first year of the pandemic. This past spring, our IIDA Cornell Chapter held a lunch & learn with a carpet rep and connected with alumni in NYC as part of their networking seminar. This same student was a co-chair of the IIDA New York Chapter Knowledge Forum Committee, and student representative to the IIDA New York Board.*
- Create signature research and service programs. *Response: With the addition of new faculty, we have created new laboratories including: Hybrid Body Lab, Architectural Robotics Lab, and Design + Augmented Intelligence Lab. Additionally, the College received a significant grant to support our community engaged projects. Funds from this competitive grant have been distributed to our faculty to enhance their courses.*

This growth reflects our awareness of the trends in the profession of interior design, our commitment to human centered design, and belief in the power of a transdisciplinary education. These opportunities continue to drive our students, faculty and staff.

College of Human Ecology

## D+EA Suggested Schedule

2022-2023

This document is for course planning purposes. For graduation requirements, cross-reference with the DEA College Curriculum Sheet available on the CHE website at: https://www.human.cornell.edu/academics/policies/degreeprogress/curriculumsheets

Courses with an asterisk* are DEA Core Requirements. DEA majors will be pre-enrolled into these courses.
Courses *italicized* are DEA Thematic courses. DEA majors must complete 9 courses, of which 3 must be studio thematic including at least one 2000-level thematic studio, which is prerequisite for all junior- and senior-level studios.

| **First Year** | | | |
|---|---|---|---|
| **FALL** | | **SPRING** | |
| *DEA 1101 Visual Literacy & Design Studio | 4 | *DEA 1150 Design Graphics & Visualization | 4 |
| *DEA 1500 Intro to Environmental Psychology | 3 | *DEA 1050 Career Explorations | 1 |
| *DEA 1110 Making a Difference by Design | 3 | Natural Science I | 3 or 4 |
| 1st Year Writing Seminar[i] | 3 | ECON 1110 | 3 |
| Physical Education | 1 | 1st Year Writing Seminar | 3 |
| | | Physical Education | 1 |
| TOTAL | 14[ii] | TOTAL | 15 or 16 |

| **Second Year** | | | |
|---|---|---|---|
| **FALL** | | **SPRING** | |
| *DEA 2030 Design Portfolio and Communication | 3 | *DEA XXXX Thematic* | 3 |
| *DEA 2510 History of Design Futures | 3 | *DEA XXXX Thematic* | 3 |
| *DEA 2730 Human Centered Design Methods | 3 | Natural Science II | 3 |
| Human Development or Psychology | 3 | Statistics | 4 |
| Elective[iii] | 3 | Elective | 3 |
| | | | |
| TOTAL | 15 | TOTAL | 16 |

| **Third Year** | | | |
|---|---|---|---|
| **FALL** | | **SPRING** | |
| *DEA 3590 Problem-Seeking thru Programming | 3 | *DEA 3550 Research Methods[iv] | 3 |
| *DEA XXXX Thematic* | 4 | *DEA XXXX Thematic* | 3 |
| *DEA XXXX Thematic* | 3 | *DEA XXXX Thematic* | 3 |
| Elective | 3 | Humanities[v] | 3 |
| Additional[vi] | 3 | Additional | 3 |
| TOTAL | 16 | TOTAL | 15 |

| **Fourth Year** | | | |
|---|---|---|---|
| **FALL** | | **SPRING** | |
| *DEA XXXX Thematic* | 4 | *DEA 4040 Professional Practices and Ethics | 2 |
| *DEA XXXX Thematic* | 3 | *DEA 5304 Design Accountability: Evaluation of the Physical Environment | 3 |
| Elective | 3 | *DEA XXXX Thematic* | 4 |
| Elective | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| TOTAL | 16 | TOTAL | 15 |

[i] For students who do not need this course due to AP credit, take ECON 1110 or Natural Science I.
[ii] Freshmen should not exceed 15 credits in their first semester without first discussing schedule with their academic advisor in D+EA and/or a college counselor.
[iii] Students must complete a minimum of 9 HUMEC credits outside of D+EA.
[iv] If this course is not offered, options of Research Methods courses are PAM 3120 (Spring), or ILROB 4710 (Fall).
[v] Choose a course with attribute code of HA, LA or CA.
[vi] Six additional credits must be taken in any course with attribute codes of PBS, BIOLS-AG, BIONLS-AG, SBA, KCM, MQR, LA, CA, or HA. Language courses may count here.

**Standard 1. Program Identity and CurriculumThe interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.**

**Part 1: Analysis** *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving the broad Standard. Discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

The mission of the Department of Human Centered Design and the program in Design and Environmental Analysis involves commitment to innovative research, design, and strategic planning of the built environment to improve people's lives. Through multidisciplinary training in human-centered design, environmental psychology, and ergonomics, we tackle problems from a systems view - people, process and place- to create strategic, sustainable and healthy futures; the program merges the study of interior design with environmental psychology and human factors. Upon entry and throughout their time in the program, students are advised to follow a suggested schedule of courses under the title Design+Interior Environments (D+IE) professional track, if they intend to practice interior design or to sit for the NCIDQ exam. The courses in that track represent the necessary skill building and concept development for professional interior design practice.

Our program emphasizes multi-disciplinary design perspectives and an understanding of whole-systems, which is foundational to successful 21st century design practice. The curriculum structure and content reflects the central mission of integrating research, teaching and outreach. Faculty weave research interests and methods into their courses, exposing students to their unique areas of expertise. Rather than a standardized program of study, students consider the human condition through a rich array of design viewpoints and issues. Effort is taken to maintain a logical core curriculum sequence, including skill development, process and methods, but the program also prides itself in allowing students to explore their unique strengths and passions. The curriculum follows a logical sequence constructed to support program mission and goals. The first-year represents a foundation year where students learn the basic skills of 2-d and 3-d design, color and form as well as theories and applications of environmental psychology. They begin learning hand skills and quickly progress to digital design skills. More advanced skill and theory development continues in the sophomore year with design history, design strategy and management and studio courses. In the third year students study sustainability, high performance building systems, materials and finishes, and more advanced design methods, as well as construction documents and more advanced studio work. A portfolio and resume are developed in the fourth year along with professional practice, ethics and entrepreneurship when students tend to apply for jobs and graduate school. DEA's mission "Committed to innovation research, design and strategic planning of the built environment to improve people's lives" is consistent throughout each course.

**Part 2: Evidence** *List a **minimum of 1 and a maximum of 3 sources of evidence** for each of the program expectations in this Standard. Sources of evidence could include institutional communications (e.g., website, course catalog, etc.), program policies or documentation, faculty interviews, etc.*

1a) The program mission statement clearly identifies intent and purpose of the interior design program.

Our program mission statement and the description of the interior design program are provided on our website:
https://www.human.cornell.edu/hcd/academics/undergraduate-study/design-and-environmental-analysis

1b) The program mission statement appropriately reflects institutional context and requirements for entry-level interior design practice.

The description of the mission of the interior design program reflects our institutional context and entry-level interior design practice:
https://www.human.cornell.edu/hcd/academics/undergraduate-study/design-and-environmental-analysis

1c) Program goals are appropriate to the mission and adequately address the content and student learning required for entry-level interior design practice.

The interior design program goals reflect our institutional context and entry-level interior design practice:

**Standard 1. Program Identity and CurriculumThe interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.**

https://www.human.cornell.edu/sites/default/files/Academics/Registrar/Curriculum%20sheets/2022-2023/DEA%20Curriculum%20Sheet%202022-2023.pdf

1d) The curriculum follows a logical sequence, is structured to achieve the program mission and goals, and prepares graduates ready for entry-level practice and advanced study.

Courses are sequenced to build upon one another. Studios, while potentially vertical, are offered to provide foundational content that is built upon until the senior year:
https://www.human.cornell.edu/sites/default/files/HCD/DEA%20Suggested%20Schedule%202022-2023%20remediated.pdf

1e) The program has documented procedures to monitor the placement of graduates, and uses the data for program assessment, strategic planning, and program improvement.

The department gathers data from graduates on their plans after graduation:
https://docs.google.com/forms/d/e/1FAIpQLScwfyvOrp2gk-Bq46nbh02gNju6ShlN6x7rCFIo78RYXua3vQ/viewform

1f) The program uses structured methods to gather internal and external feedback and information from a variety of stakeholders in assessing its mission, goals, content, and effectiveness

The faculty participate in monthly meetings and annual retreats to discuss our strategic plan and course development. DEA 1050, Career Explorations, and our career fair, PURSUIT, provide the opportunity to get feedback from alumni and students. While DUS, So-Yeon Yoon, surveyed our students on their evaluation of their experience:
DEA Experience Survey for Young Alumni
DEA Experience Survey for DEA Students
Summary of DEA Experience Survey Responses

1g) Clear and reliable information is available to the public about the program's mission, curriculum, and faculty and other distinguishing attributes such as educational philosophy and goals.

The information on our website has been internally and externally vetted over many years and clarifies our attributes:
https://www.human.cornell.edu/hcd/academics/undergraduate-study/design-and-environmental-analysis

## Standard 2. Faculty and Administration. The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.

**Part 1: Analysis** *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving the broad Standard. Discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

The Department of Human Centered Design (HCD) has two directors of undergraduate studies (one for Design+Environmental Analysis (DEA) and one for Fiber Science and Apparel Design (FSAD)) and two directors of graduate studies (one for DEA and one for FSAD). The interior design program is led by our Director of Undergraduate Studies (DUS) and serves approximately 70 students, a portion of whom pursue the specialization in interior design. We have 16 faculty who deliver course content to our undergraduates, 14 of whom have design degrees in a variety of sub-fields (e.g., interior design, graphic design, industrial design and architectural design). Of that group, 4 have extensive backgrounds in practice or teaching/research related specifically to interior design. At the time of this writing we were interviewing potential fabrication lab directors/instructors. The lab is used by both DEA and FSAD faculty and students.

HCD is supported by an administrative manager and an academic programs coordinator. Other staff include a communications specialist (DEA and FSAD), fashion and textile collection manager (FSAD), an undergraduate programs manager (FSAD), financial administrator (DEA and FSAD), a graduate field assistant (FSAD), a chair's assistant (DEA and FSAD), and an academic programs coordinator (DEA and FSAD). These staff support both faculty and students.

These faculty and staff are sufficient to support our interior design program.

**Part 2: Evidence** *List a **minimum of 1 and a maximum of 3 sources** of evidence for each of the program expectations in this Standard. Sources of evidence could include institutional communications (e.g., website, course catalog, etc.), faculty interviews, faculty data forms, etc.*

**Program Expectations**

a) The number of faculty members and other instructional personnel is sufficient to implement program objectives.

Faculty data forms demonstrate that we have 16 faculty who have the skills to support our program, 14 teach design studios, and 4 who specialize in interior design:
https://blogs.cornell.edu/deacida/faculty/

A majority of faculty members and other instructional personnel with interior design studio supervision have:

b) earned a degree in interior design.

Per the faculty data forms, there are four primary interior design studio faculty (Ahmadi, Gilmore, Shepley, and Yoon). Five of the seven interiors-focused studios are taught by the two faculty with degrees in interior design:
https://blogs.cornell.edu/deacida/faculty/

c) passed the complete National Council for Interior Design Qualification exam.

Five of the seven interiors-focused studios are taught by two NCIDQ certified faculty. An additional interior design studio faculty member (Ahmadi) recently completed her certification as an architect and may be addressing NCIDQ certification in the near future:
https://blogs.cornell.edu/deacida/faculty/

d) Faculty members and other instructional personnel have academic or professional experience appropriate to their areas of responsibility.

Per the faculty data forms, all of our faculty have extensive practitioner experience and/or graduate education in the area of their specialties: (see next page)
https://blogs.cornell.edu/deacida/faculty/

The individual with primary responsibility for program coordination:

e) is full-time and qualified by education and experience to administer an interior design program.

Professor So-Yeon Yoon was the Director of Undergraduate Studies for the last three years and coordinated the interior design program. Our new director, as of July 1, 2022 is Rhonda Gilmore. Both have degrees in interior design and are NCIDQ-certified:
https://blogs.cornell.edu/deacida/faculty/

f) participates in the recruitment, evaluation, and retention of program faculty and instructional personnel as appropriate within the institutional context.

All faculty participate in the recruitment, evaluation and retention of program faculty. We are currently searching for additional faculty and senior faculty Yoon and Gilmore mentor Lecturer Nooshin Ahmadi, and other newer faculty members:
https://www.human.cornell.edu/hcd/about/position

g) ensures that the program engages in on-going planning and assessment.

The DUS conducts a survey in which faculty are asked about learning outcome assessments for their courses.
https://docs.google.com/forms/d/1OSNHVzvc0zngD5z7ZIVvyGZ6PXZV2rWppzDYABx2z0I/edit

**Standard 3. Learning Environment and Resources. The interior design program has adequate facilities and resources to achieve program goals.**

*Intent: This standard ensures that accredited interior design programs provide students, faculty, and staff with adequate support. Additionally, the standard ensures that the program provides a constructive and respectful learning environment that is supported by appropriate resources.*

**Recommended page limit: 2 pages**

**Part 1: Analysis** *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving the broad Standard. Discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

The remodeling of the Martha Van Renssaeler building was completed in 2021, which resulted in expanded classroom and student gathering space. To ensure that the newly remodeled building was meeting the goals of the departments and programs within the College, DEA faculty were consultants during the design process. Also, a DEA course conducted an in-depth post-occupancy evaluation and it was determined that the goals were met. Additionally, to support the integration of the two departments, the dean allocated one of the largest remodeled spaces, Room MVR 1101, for the dedicated use of the combined department. A student hackathon was held to explore the potential for this space, which was followed by recommendations from a 5-person faculty committee, including the interior design studio faculty. The new multi-story space will likely accommodate multiple design studios, representing a range of design disciplines, and student lounge/recreation space, as well as a maker space.
https://www.human.cornell.edu/spotlights/mvrhall-renovations-complete
https://www.human.cornell.edu/human-centered-design/about/spotlights/mvr-1101-design-hackathon
In addition to MVR 1101, our facilities include:

- Four DEA design studios (two equipped with computer support)
- Two galleries (shared with the former FSAD program)
- An interior design materials library, the dLib. During our self-study, we identified the need to upgrade this resource library. The dLib, which is managed by two interior design faculty and three interior design students, underwent a total evaluation of all materials and binders. A significant portion of the contents were replaced and updated, display devices were installed, and curating systems were revised.
  This resource is also the center for Material Bank instruction for our students.
  https://news.cornell.edu/stories/2011/10/students-build-new-resource-design-field
- A digital/analogue shop. The Digital Design and Fabrication Studio (D2FS) is a controlled-access facility with six zones—wood shop, electronics studio, assembly studio, paint room, laser studio, and 3D Print studio. The wood shop, electronics studio, laser studio and 3D print studio are only available when an approved faculty member or technician is present. Students who have received shop safety training may have unsupervised access to the assembly studio:
  https://www.human.cornell.edu/about/administration/facilities/d2fs
- Multiple classrooms of various sizes (college-wide use)
- Three dedicated student lounge spaces: the Commons (designed by DEA Students with NYC architects Gruzen Samton in 2012), the second floor Study Lounge (also design by DEA students in 2010), the "relaxation/study" spaces along the first floor corridor, and various "pocket" lounges near both MVR staircases, (college-wide use):
  https://news.cornell.edu/stories/2012/09/students-design-human-ecologys-community-hub
  https://www.human.cornell.edu/about/administration/facilities/rooms
- Office and research space for all faculty.
  https://www.human.cornell.edu/hcd/about/facilities
  https://www.human.cornell.edu/hcd/research/faculty-research (for specific faculty / labs)

The department is currently considering the occupation of a 9,000 sf two-story makerspace to support the research activities of faculty and students. This would significantly improve opportunities for undergraduate students to engage in more research. A hackathon with multi-disciplinary students including DEA students provided key programmatic criteria to the design process:
https://www.human.cornell.edu/human-centered-design/about/spotlights/mvr-1101-design-hackathon

**Standard 3. Learning Environment and Resources. The interior design program has adequate facilities and resources to achieve program goals.**

*Intent: This standard ensures that accredited interior design programs provide students, faculty, and staff with adequate support. Additionally, the standard ensures that the program provides a constructive and respectful learning environment that is supported by appropriate resources.*

**Part 2: Evidence** *List a **minimum of 1 and a maximum of 3 sources** of evidence for each of the program expectations in this Standard. Sources of evidence could include facility tours, program documentation, electronic library holdings, etc.*

a) Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, project evaluation, administrative activities, and meetings.

All faculty have offices and research space. MVR was recently renovated and there are a plethora of conference and meeting rooms. The dLib and Fabrication shop are state-of-the-art and faculty avail themselves of these facilities to teach:
https://www.human.cornell.edu/hcd/research/faculty-research

b) Instructional facilities and workspaces support program objectives and course goals.

Details are provided in Part 1 of this Standard.
https://blogs.cornell.edu/deacida/facilities/

c) The program demonstrates efforts to support a constructive and respectful learning environment that fosters professionalism and engagement across students, faculty and staff

We conduct various activities involving students, faculty and staff including gallery exhibits (students and faculty), design charrettes (students and faculty), CAD committee (staff and faculty), diversity committee (faculty and staff and others.
https://www.human.cornell.edu/about/administration/diversity-equity-inclusion

d) Equipment and technological support is available and appropriate to support program objectives and course goals.

In addition to equipment, the college has obtained licenses to share a broad range of design-related software with our students, staff and faculty.
https://www.human.cornell.edu/about/administration/facilities/home
https://www.human.cornell.edu/about/administration/facilities/rooms
https://www.human.cornell.edu/about/administration/facilities/d2fs
https://www.human.cornell.edu/about/administration/computing/home

e) Students have convenient access to a current range of information (bound, electronic, and/or online) about interior design and relevant disciplines as well as product information and samples.

The resources of our dLib have been recently inventoried and updated. The dLib is supported by an on-going grant.
https://blogs.cornell.edu/deacida/dlib/

# *STANDARD 4: GLOBAL CONTEXT*

**Curriculum Matrix - Cornell University, Human Centered Design**

| | First Year | | | | | Second Year | | | | | | | | | | Third Year | | | | | | | | | | Fourth Year | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places; Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Positive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 4. Global Context Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students ***understand*** that human and environmental conditions vary according to geographic location and impact design and construction decisions. **4a** | | ■ | | | | ■ | | | | | ■ | | | ■ | | | ■ | | | | | | | | | | | | | | | | | |
| **Student work demonstrates *understanding* of:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| how social, economic, cultural, and physical contexts inform interior design. **4b** | | | | | ■ | ■ | | | | | ■ | | | | | ■ | | ■ | | | ■ | | | | | | | | ■ | | | | | ■ |
| how designers consider the inter-dependence of multiple contextual elements related to a design solution and their holistic, potential impact on user(s). **4c** | | | | | ■ | | | | | | ■ | | | | | | | ■ | | | | | | | | | | | ■ | | | | | ■ |
| **Program Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **The interior design program provides:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| exposure to current and emerging issues shaping contemporary society and the world. **4d** | | ■ | ■ | | ■ | ■ | | | | ■ | ■ | | | | ■ | ■ | | ■ | | | | | | | | | | | | | | | | |
| exposure to a variety of cultural norms. **4e** | | | ■ | | ■ | | ■ | | | ■ | | ■ | | | | | | | | | | | | | | | | | | | ■ | | | | |
| opportunities for developing multicultural awareness. **4f** | | | ■ | | ■ | | ■ | | | ■ | | | | | ■ | ■ | | ■ | | | | | | | | | | | | | | | | |

**Standard 4. Global Context Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.**

***Intent: This standard ensures graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.***

**Part 1: Analysis**

Providing a global context for interior designers is one of the strengths of our program. Of the 43 courses that we offer, approximately 20 of them provide awareness, understanding or opportunities to apply the content to a global context. The importance of a global curriculum is emphasized in the first and second years to lay a foundation for our commitment. This manifests itself in two ways, 1) by engaging students with communities and 2) by increasing awareness of international and national perspectives on the role of design.

In addition to basic human centered design studios which often involve community engagement, underclassmen begin by taking core courses such as Intro. to Environmental Psychology (DEA 1500), Making a Difference by Design (DEA 1110), and Art +Science (DEA 2200), all of which emphasize universal human needs Impactful Graphics, DEA 2025, which supports a basic graphics curriculum while simultaneously celebrating the contributions of local cultures has recently been added to our curriculum. DEA 3030, DEA 3301, DEA 4220, DEA 5700 provide opportunities for applying concepts and specialization for upperclassmen.

**Part 2: Evidence**

**Student Learning Expectations**

a) Students **understand** that human and environmental conditions vary according to geographic location and impact design and construction decisions.

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | DEA1101.11 Hallowing Light |
| DEA 2020 | Intro. to Sustainable Design | Guest Lecture Series + Readings; Location and Transportation |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments : Part C+D |
| DEA 2510 | History of Design Futures | Syllabus and lecture material |
| DEA 3030 | Materials for Design & Sustain. | Lecture 1: Intro & Basic Materials; Lecture 7: Walls |

Student work demonstrates **<u>understanding</u>** of:

b) how social, economic, cultural, and physical contexts inform interior design.

| | | |
|---|---|---|
| DEA 1500/1 | Intro to Environmental Psych. | Sample papers; Exams |
| DEA 2020 | Intro. to Sustainable Design | Guest Lecture Series + Readings; LEED-The Triple Bottom Line |
| DEA 2025 | Impactful Graphics | Project 1_Stage 6: Color and Race |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: Part C+D |
| DEA 2203 | StudioSHIFT | Norrie Point Environmental Education Center (2020) |
| DEA 2730 | Human Centered Design Methods | The cultural probe Reading and the core deliverables (paper and video) |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations 1-10 |
| DEA 3301 | Design UX with Technology Studio | Modular home / VR in design process - new trends |
| DEA 4220 | Ecological Literacy and Design | Lecture: DEA 4220.10 Eco-design History |
| DEA 5700 | Designing Age Friendly Envir. | Syllabus |

c) how designers consider the inter-dependence of multiple contextual elements related to a design solution and their holistic, potential impact on user(s).

| | | |
|---|---|---|
| DEA 1500/1 | Intro to Environmental Psych. | discussion sections |
| DEA 2020 | Intro. to Sustainable Design | LEED Readings + WorkBook + Discussion + Tests; LEED-The Triple Bottom Line |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments : Part A+B in Syllabus |
| DEA 2203 | StudioSHIFT | Year of Water, Homeless Shelter for Young Adults |
| DEA 3030 | Materials for Design & Sustain. | All Lectures |
| DEA 4220 | Ecological Literacy and Design | Lecture: DEA 4220.11 Eco-Methods |
| DEA 5700 | Designing Age Friendly Envir. | Lecture 3: Age-Friendly Frameworks, Eco. Approaches to Env Des |

**Program Expectations**

**Standard 4. Global Context Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.**

***Intent: This standard ensures graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.***

The interior design program provides:

d) exposure to current and emerging issues shaping contemporary society and the world.

| | | |
|---|---|---|
| DEA 1101 | Visual LIteracy and Design Studio | DEA 1101.7 Covering Style |
| DEA 1110 | Making a Difference by Design | Lecture: 11 Design + Environments 4 Good |
| DEA 1500/1 | Intro to Environmental Psych. | Syllabus and exams |
| DEA 2020 | Intro. to Sustainable Design | Syllabus; Why Sustainability Matters? |
| DEA 2025 | Impactful Graphics | Project 4: Communicating a Social or Environmental Issue |
| DEA 2200 | Art + Science | Lecture 1: Global Health, Lecture 2: Multiculturalism Diversity |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments : Part C+D in Syllabus |
| DEA 2700 | Healthy Places | Lecture 12: Food Environments |
| DEA 2730 | Human Centered Design Methods | Students mind map |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations 1-10 |

e) exposure to a variety of cultural norms.

| | | |
|---|---|---|
| DEA 1110 | Making a Difference by Design | Lecture 14: Design+Inclusion |
| DEA 1500/1 | Intro to Environmental Psych. | Ergonomic poster; dorm design guidelines, exams |
| DEA 2025 | Impactful Graphics | Syllabus: Discussion: Cultural appropriation and Indigenous Graphic Design |
| DEA 2200 | Art + Science | Lecture 1: Global Health, Lecture 2: Multiculturalism Diversity |
| DEA 2203 | StudioSHIFT | Dog Trot; Year of Water; Homeless Shelter for Young Adults |
| DEA 2700 | Healthy Places | Uchita Vaid guest lecture: Housing + Health |
| DEA 2730 | Human Centered Design Methods | The cultural probe and the core deliverables (paper and video) |
| DEA 3030 | Materials for Design & Sustain. | All lectures |
| DEA 4230 | Restaurant Charrette | Lecture 1: You Are What and Where You Eat |

f) opportunities for developing multicultural awareness.

| | | |
|---|---|---|
| DEA 1110 | Making a Difference by Design | Lecture 15: Design+The Differently Abled |
| DEA 1500/1 | Intro to Environmental Psych. | Sample papers provided; exams |
| DEA 2025 | Impactful Graphics | Syllabus: Discussion: Neutral Graphic Design and Symbolic Violence |
| DEA 2200 | Art + Science | Lecture 2: Multiculturalism Diversity |
| DEA 2700 | Healthy Places | Mini D/E Dollarstreet |
| DEA 2730 | Human Centered Design Methods | The cultural probe and the core deliverables (paper & video) |
| DEA 3030 | Materials for Design & Sustain. | All Lectures |
| DEA 4230 | Restaurant Charrette | You Are What & Where You Eat; Assignments: Concept, SD, DD |

# *STANDARD 5: Collaboration*

**Curriculum Matrix - Cornell University, Human Centered Design**

| | | First Year | | | | | Second Year | | | | | | | | | | Third Year | | | | | | | | | | Fourth Year | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places; Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Positive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 5. Collaboration. Interior designers collaborate and participate in interdisciplinary teams.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students have **awareness** that multiple disciplines and stakeholders are involved in creating an interior environment. | 5a | | | | | | ■ | | | | | ■ | ■ | | | | | | ■ | | ■ | | | | | | | | | | | | | | | | | |
| **Students understand:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| the terminology and language necessary to communicate effectively with members of allied disciplines. | 5b | | | | | | ■ | | | | | ■ | ■ | | | ■ | | | ■ | ■ | | | | | | | | | ■ | | | | | | | | | |
| technologically-based collaboration methods specific to the problem solving process for the built environment disciplines. | 5c | | | | ■ | | | | | | | ■ | ■ | | | ■ | | | ■ | | | | | | | | | | | | | | | | | | |
| the dynamics of team collaboration and the distribution and structure of team responsibilities. | 5d | | | | ■ | | ■ | | | | | ■ | ■ | | | ■ | | | ■ | | | | | | | | | | ■ | | | ■ | | | | | |
| Student work demonstrates the **ability** to create environments that are informed by multiple disciplines, stakeholders, and clients in developing design solutions. | 5e | | | | | | ■ | | | | | ■ | ■ | | | ■ | ■ | | ■ | ■ | | ■ | ■ | | ■ | | | ■ | | | | | | ■ | | ■ | ■ |

## Standard 5. Collaboration. Interior designers collaborate and participate in interdisciplinary teams.

*Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.*

**Part 1: Analysis**

Collaboration is another strength of our program. The Department of Human Centered Design represents the recently combined disciplines of design and environmental analysis and fiber science and apparel design. Both of these prior departments offered a spectrum of specialties ranging from art/design to science/technology.

Many of the following sources of evidence indicate large interdisciplinary student teams (e.g., DEA 3055, DEA 3590, DEA 5305) but their disciplines are not identified. The predominant student departments include human design, architecture, landscape architecture, engineering, health science, and information science. The vast majority of our design studios include team projects.

Apart from gathering multiple disciplines, we support integration of levels, sometimes combining undergraduates with graduate students. These vertical educational experiences allow students to teach one another and break down hierarchical prejudices. An example of this is DEA 3590 which meets simultaneously with DEA 6500 (Problem-Seeking through Programming) and DEA 3500 which meets simultaneously with DEA 6520, The Ambient Environment.

**Part 2: Evidence**

**Student Learning Expectations**

a) Students have **awareness** that multiple disciplines and stakeholders are involved in creating an interior environment.

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | Discussion under readings; Sustainable Sites |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments : Part C+D in folders |
| DEA 2203 | StudioSHIFT | Finger Lakes Boating Museum, Weill-Cornell Biophilia Guidelines (2022) |
| DEA 3030 | Materials for Design & Sustain. | All Lectures (particularly Lecture 1) |
| DEA 3055 | Hospitality, Health and Design | Syllabus class integrates disciplines of health, hospitality & design |

Students **understand**:

b) the terminology and language necessary to communicate effectively with members of allied disciplines.

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | LEED Readings; Student Projects |
| DEA 2201 | Magnifying Small Spaces | Assignments: B+C+D in Folders |
| DEA 2203 | StudioSHIFT | Dog Trot (2018) |
| DEA 2730 | Human Centered Design Methods | Syllabus: paper and video descriptions |
| DEA 3030 | Materials for Design & Sustain. | Assignment: Carpet Specification |
| DEA 3050 | Construction Documentation | Restroom Plan and Elevations, Detail Drawings Syllabus |
| DEA 4040 | Professional Practices and Ethics | Communication and Leadership Skills |

c) technologically-based collaboration methods specific to the problem solving process for the built environment disciplines.

| | | |
|---|---|---|
| DEA 1150 | Design Graphics and Visualization | Syllabus; Revit Handout; AutoCAD Handout; SketchUp Handout |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: A+B+C in Folders |
| DEA 2203 | StudioSHIFT | Virtual Student / Client Process & Presentations |
| DEA 2730 | Human Centered Design Methods | The core deliverables (paper and video in syllabus) |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations 1-10 |

d) the dynamics of team collaboration and the distribution and structure of team responsibilities.

| | | |
|---|---|---|
| DEA 1150 | Design Graphics and Visualization | Syllabus |
| DEA 2020 | Intro. to Sustainable Design | Research Assignment; Student Projects |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: A+C+D in Folders |
| DEA 2203 | StudioSHIFT | Service Learning Projects (all team based) |

**Standard 5. Collaboration. Interior designers collaborate and participate in interdisciplinary teams.**

*Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.*

| | | |
|---|---|---|
| DEA 2730 | Human Centered Design Methods | The core deliverables (paper and video in syllabus) |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations 1-10 |
| DEA 4040 | Professional Practices and Ethics | Life of a project |
| DEA 4401 | Adaptive Reuse Studio | Assignment: Adaptive Reuse Assessment |
| DEA 5305 | Health and Healing Studio | Principles of Participation; class reading assignment |

e) Student work demonstrates the **ability** to create environments that are informed by multiple disciplines, stakeholders, and clients in developing design solutions.

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | Project Submissions; Student Projects |
| DEA 2201 | Magnifying Small Spaces Studio | Syllabus |
| DEA 2203 | StudioSHIFT | Service Learning Projects (2018 - 2022) with Community Partners / Clients |
| DEA 2700 | Healthy Places | Mini A student work |
| DEA 2730 | Human Centered Design Methods | The core deliverables (paper and video in syllabus) |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations; MyMaterial; MyMaterial Posters |
| DEA 3050 | Construction Documentation | Student Presentations |
| DEA 3301 | Design UX with Technology Studio | Community Engaged Learning project 1 & 2 syllabus |
| DEA 3306 | Generative Design Studio | Final Project Handout; Generative Design Presentation |
| DEA 3500 | The Ambient Environment | Final Project Handout; Presentations; Papers |
| DEA 3510 | Human Factors & Inclusive Design | Project: Designing an on-street parking pay station |
| DEA 3590 | Problem-Seeking through Prog. | Course assignments |
| DEA 5305 | Health and Healing Studio | CMA Final Presentation (in 2022) representative student project |
| DEA 5540 | Workplace Strategy Studio | Syllabus; Projects I & II |
| DEA 5700 | Designing Age Friendly Envir. | Community-Engaged Major Design Project |

# *STANDARD 6: Business Practices and Professionalism*

| Curriculum Matrix - Cornell University, Human Centered Design | | First Year | | | | | | Second Year | | | | | | | | | | | | | | Third Year | | | | | | | | | | | | Fourth Year | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places; Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Positive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students have **awareness** of the: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| contexts for interior design practice. | 6a | ■ | | | | | | | | ■ | | | | | | | | | ■ | | | | | | | | | | | | | | | ■ | | | | | | | | | | | |
| impact of regional and global markets on design practices. | 6b | ■ | | | | | | | | | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| breadth and depth of interior design's impact and value. | 6c | ■ | | | | | | | | ■ | | | ■ | | | | | | ■ | | | | | | | | | | | | | | | ■ | | | | | | | | | | | |
| components and responsibilities of business practice. | 6d | ■ | | | | | | | | | | | ■ | | | | | | ■ | | | | | | | | | | | | | | | ■ | | | | | | | | | | | |
| Students **understand**: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| types of professional business formations. | 6e | | | | | | | | | | | | | | | | | | | | | | | | | ■ | | | | ■ | | | | | | | | | | | | | | |
| elements of project management. | 6f | | | | | | | | | | | | | | | | | | | | | | | | | ■ | | | | ■ | ■ | | | | | | | | | | | | |
| Instruments of Service. | 6g | | | | | | | | | | | | | | | | | | | | | | | | | ■ | | | | ■ | | | | | | | | | | | | | |
| professional ethics and conduct. | 6h | | | | | | | | | | | | ■ | | | | | | | | | | | | | ■ | | | | ■ | ■ | | | | | | | | | | | | | |
| **Program Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The interior design program provides exposure to: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| career opportunities an interior design education can afford and the options for advanced study. | 6i | ■ | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | ■ | | | | | | | | | | | | | |
| role models who are qualified by education and experience in interior design. | 6j | ■ | | | | | | | | | | | ■ | | | | | | | ■ | | | | | | | | | | ■ | | | | | | | ■ | | | | | | |
| the role and value of: legal recognition for the profession. | 6k | | | | | | | | | | | | | | | | | | | ■ | | | | | | | | | | ■ | | | | ■ | | | | | | | | |
| diversity, equity, and inclusion in workplace practices | 6l | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| professional organizations | 6m | | | | | | | | | | | | | | | | | | | ■ | | ■ | | | | | | | | ■ | | | | ■ | | | | | | | | |
| life-long learning. | 6n | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | ■ | | | | | | | | | | | | | |
| public service. | 6o | | | | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | ■ | | | | | | | | |

**Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.**

*Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.*

**Part 1: Analysis**

Standards of practice are communicated in our courses by addressing basic principles such as use of materials (DEA 3030), portfolio and communication (DEA 2030), and historic preservation (DEA 4401). Additionally, DEA 1050, Career Explorations, investigates careers associated with interior design and adjacent professions. DEA 2201 Magnifying Small Spaces Studio, DEA 2203, StudioShift and DEA 3050 Construction Documentation are early studio and computer software experiences intended to acquaint students with the basic tools for studying and practicing interior design. Courses such as DEA 3030, Materials for Design and Sustainability are offered in later years. Similar to other studios, each lecture incorporates how interior designers work within specific constraints, based on elements within the built environment.

DEA 4040, Professional Practices and Ethics, is our core course for Standard 6. This course covers key elements of business practice, along with project management, delivery and communications. Students are introduced to alternative, often multidisciplinary, ways of working in design with a focus on two critical aspects of professional practice: entrepreneurship and ethics.

The majority of the projects in our design studios (too numerous to mention under this heading) involve engagement with real clients, which enables us to actively share practice protocols. Some studios, such as DEA 5305, Health and Healing Studio, are managed similarly to a practitioner's office. Students play roles relative to their disciplines and coordinate presentations.. These hands-on experiences increase awareness of career opportunities, diversity in the workplace, professional ethics, and public service.

**Part 2: Evidence**

**Student Learning Expectations**

Students have **awareness** of the:

a) contexts for interior design practice.

| | | |
|---|---|---|
| DEA 1050 | Career Explorations | Interviews with interior design professionals. Course Intro. |
| DEA 2030 | Design Portfolio & Communication | Syllabus |
| DEA 3030 | Materials for Design & Sustain. | All Lectures, Walking Tours (shown in syllabus) |
| DEA 4401 | Adaptive Reuse Studio | Lecture: Historic Preservation Chronology; Susan Holland, Historic Ithaca Executive Director; Assignments: 21st Century Historic Preservation; Adaptive Reuse Assessment; Programming Document |

b) impact of regional and global markets on design practices.

| | | |
|---|---|---|
| DEA 1050 | Career Explorations | Interviews Q&As with professionals |
| DEA 3030 | Materials for Design & Sustain. | All Lectures |

c) breadth and depth of interior design's impact and value.

| | | |
|---|---|---|
| DEA 1050 | Career Explorations | Interviews Q&As with professionals |
| DEA 2030 | Design Portfolio & Communication | Syllabus |
| DEA 2203 | StudioSHIFT | Assignment: Service Learning Projects (2018-2022) |
| DEA 3030 | Materials for Design & Sustain. | All Lectures |
| DEA 4401 | Adaptive Reuse Studio | Assignments: Programming Document; Concept; Schematic Design; Design Development; Construction Documents |

d) components and responsibilities of business practice.

| | | |
|---|---|---|
| DEA 1050 | Career Explorations | Interviews with guest speakers |
| DEA 2203 | StudioSHIFT | Lecture / Seminar: Design Phases |
| DEA 3030 | Materials for Design & Sustain. | Lecture 1; Assignments: Carpet Spec & Life Cycle Cost Analysis |

**Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.**

*Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.*

| | | |
|---|---|---|
| DEA 4040 | Professional Practices and Ethics | Developing a Practice; Project Delivery Methods; Project Management; Students' Final Project |

Students **understand**:

| | | |
|---|---|---|
| e) | types of professional business formations. | |
| DEA 3510 | Human Factors & Inclusive Design | Exam 01 |
| DEA 4040 | Professional Practices and Ethics | Developing a Practice; Students' Final Project |
| f) | elements of project management. | |
| DEA 3510 | Human Factors & Inclusive Design | Exam 01 |
| DEA 4040 | Professional Practices and Ethics | Project Management; Students' Final Project |
| DEA 4220 | Ecological LIteracy and Design | DEA 4220.5 LBC Certification Proposals |
| g) | Instruments of Service. | |
| DEA 3510 | Human Factors & Inclusive Design | Exam 01 |
| DEA 4040 | Professional Practices and Ethics | Project Delivery Methods; Students' Final Project |
| h) | professional ethics and conduct. | |
| DEA 2203 | StudioSHIFT | Lecture / Seminar: Design Phases |
| DEA 3510 | Human Factors & Inclusive Design | Exam 02 |
| DEA 4040 | Professional Practices and Ethics | Ethics and Professional Conduct; Guest Lectures; Case Study Project |
| DEA 4220 | Ecological Literacy and Design | Lecture: DEA 4220.9 Eco-ethics |

**Program Expectations**

The interior design program provides exposure to:

| | | |
|---|---|---|
| i) | career opportunities an interior design education can afford and the options for advanced study. | |
| DEA 1050 | Career Explorations | Interviews with DEA alum within beyond interior design |
| DEA 2030 | Design Portfolio & Communication | Interview Process and Tips; |
| DEA 4040 | Professional Practices and Ethics | Case Study Project; Running a Practice; Marketing and Strategic Planning |
| j) | role models who are qualified by education and experience in interior design. | |
| DEA 1050 | Career Explorations | Interviews with DEA alum within beyond interior design |
| DEA 2203 | Studio SHIFT | Lectures; Site Visits (shown in syllabus) |
| DEA 3050 | Construction Documentation | Guest Lecturers & Practitioners |
| DEA 4040 | Professional Practices and Ethics | Ethics and Professional Conduct; Case Study Project |
| DEA 5305 | Health and Healing Studio | 2019 Place of Wellness involved collaboration with Cama Associates |
| k) | the role and value of: legal recognition for the profession. | |
| DEA 3050 | Construction Documentation | Syllabus Reading Assignment 8, Interior Construction & Detailing for Designers & Architects |
| DEA 4040 | Professional Practices and Ethics | NCIDQ Path; Contracts and Agreements |
| DEA 4401 | Adaptive Reuse Studio | Assignment 5: AIA B152 Contract |
| l) | diversity, equity, and inclusion in workplace practices. | |
| DEA 5305 | Health and Healing Studio | 2019 Cornell Campus Accessibility Book design for campus inclusion |
| m) | professional organizations.. | |
| DEA 3050 | Construction Documentation | Chapter 23: Licensure for Interior Designers and Architects |

**Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.**

*Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.*

| | | |
|---|---|---|
| DEA 3301 | Design UX with Technology Studio | Professional Organizations in Interior Design |
| DEA 4040 | Professional Practices and Ethics | NCIDQ Path; Contracts and Agreements |
| DEA 4401 | Adaptive Reuse Studio | NCIDQ/LEED/EDAC/IFMA/Licenses |
| n) | life-long learning. | |
| DEA 2030 | Design Portfolio & Communication | Syllabus; Lecture: What is a Portfolio Design?; 1.1 Identity Paper |
| DEA 4040 | Profession Practices and Ethics | Ethics and Professional Conduct |
| o) | public service. | |
| DEA 2203 | StudioSHIFT | Service Learning Projects (2018-2022) |
| DEA 5305 | Health and Healing Studio | DEA 5305 Syllabus fall 2021 rev5 |

# *STANDARD 7: Human-Centered Design*

**Curriculum Matrix - Cornell University, Human Centered Design**

| | | First Year | | | | | Second Year | | | | | | | | | | | | Third Year | | | | | | | | | | | | Fourth Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places, Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Positive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 7. Human-Centered Design. Interior designers apply knowledge of human experience and behavior to designing the built environment.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student work demonstrates **understanding** of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| theories related to the impact of the built environment on human experience, behavior, and performance. | 7a | | | | | ■ | | | | | | ■ | ■ | | ■ | ■ | ■ | ■ | | | | | | | | | | | | | | | ■ | | ■ | | | | | | |
| the relationship between the designed environment and human experience, wellbeing, behavior, and performance. | 7b | | | | | ■ | | ■ | | | | ■ | ■ | | ■ | ■ | ■ | ■ | | | | | | | | | | | | | | | ■ | | ■ | | | | | | |
| Student work demonstrates the **ability** to: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| gather and apply human-centered evidence. | 7c | | | | | ■ | | ■ | | | | ■ | | | | ■ | ■ | | | | | | ■ | | ■ | ■ | | ■ | | | | | | ■ | ■ | ■ | | | | ■ | |
| analyze and synthesize human perception and behavior patterns to inform design solutions. | 7d | | | | | ■ | | ■ | | | | ■ | | | | ■ | ■ | | | | | | ■ | | ■ | ■ | | ■ | | | | | | ■ | ■ | ■ | | | | ■ | |
| apply human factors, ergonomics, inclusive, and universal design principles to design solutions. | 7e | | | | | ■ | | | | | | ■ | | | | | ■ | | | | | | ■ | | ■ | ■ | | ■ | | | | ■ | | | ■ | | | | | ■ | |
| apply wayfinding techniques to design solutions. | 7f | | | | | | | | | | | ■ | ■ | | | | | | | | | | ■ | | | ■ | | | | | | | | | ■ | ■ | | | | | |

**Standard 7. Human-Centered Design. Interior designers apply knowledge of human experience and behavior to designing the built environment.**

***Intent:*** *This standard ensures that graduates understand theories of human-centered design and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.*

**Part 1: Analysis**

As the new name of our department represents, Human Centered Design is the heart of our program. DEA 2730 Human Centered Design Methods course specifically focuses on the iterative, design-research process to design objects and environments. The knowledge/theories on and skills for human-centered design approaches and user (experience) research (e.g., DEA 1150 Environmental Psychology, DEA 2700 Healthy places, DEA 3510 Human Factors & Inclusive Design, DEA ) are enhanced in mid-to upper-level studios when applying the lessons and consideration factors to design problem-solving. In addition to projects and modules throughout our courses highlighting human-centered design, the overarching themes of DEA 3301 user experience and DEA DEA 5305 Health and Healing Studios are around user experience and the promotion of health and wellbeing.

**Part 2: Evidence** *List **1 key source or type of evidence** (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) **from each course** identified in the Curriculum Matrix for the program and student learning expectations within this Standard.*

**Student Learning Expectations**

Student work demonstrates **<u>understanding</u>** of:

a) theories related to the impact of the built environment on human experience, behavior, and performance.[1]

| | | |
|---|---|---|
| DEA 1500/1 | Intro. to Environmental Psych. | Ergonomic poster; dorm design guidelines, exams |
| DEA 2201 | Magnifying Small Spaces Studio | Part C+D |
| DEA 2203 | StudioSHIFT | Dog Trot; Year of Water; Homeless Shelter for Young Adults |
| DEA 2510 | History of Design Futures | Organizing a History of Design |
| DEA 2730 | Human Centered Design Methods | Introduce theories on design & human behavior |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations |
| DEA 4401 | Adaptive Reuse Studio | Programming Document |
| DEA 5210 | Interaction Design Studio | Literature search and theories on design and human behavior |

b) the relationship between the designed environment and human experience, wellbeing, behavior, and performance. [2]

| | | |
|---|---|---|
| DEA 1500/1 | Intro. to Environmental Psych. | Ergonomic poster; dorm design guidelines, exams |
| DEA 2025 | Impactful Graphics | Representations and Truth; Project 3: Graphic Design Dictionary |
| DEA 2201 | Magnifying Small Spaces Studio | Part C+D |
| DEA 2203 | StudioSHIFT | Dog Trot; Year of Water; Homeless Shelter for Young Adults |
| DEA 2510 | History of Design Futures | Reading Response (RR): Palaces of Consumption |
| DEA 2730 | Human Centered Design Methods | Lectures & activities on usability testing & related methods |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations |
| DEA 4401 | Adaptive Reuse Studio | Programming Document; Concept; Construction Documents |
| DEA 5210 | Interaction Design Studio | Usability testing and application of related evaluation methods |

Student work demonstrates the **<u>ability</u>** to:

c) gather and apply human-centered evidence.[3]

| | | |
|---|---|---|
| DEA 1500/1 | Intro. to Environmental Psych. | Ergonomic poster; dorm design guidelines, exams |
| DEA 2201 | Magnifying Small Spaces Studio | Part A+B |
| DEA 2700 | Healthy Places | Final Projects |
| DEA 2730 | Human Centered Design Methods | Usability testing and application of related evaluation methods |
| DEA 3306 | Generative Design Studio | Syllabus; Final Project; Generative Design Presentation |
| DEA 3500 | The Ambient Environment | Final Project Handout; Final Project Presentation |

**Standard 7. Human-Centered Design. Interior designers apply knowledge of human experience and behavior to designing the built environment.**

***Intent:*** *This standard ensures that graduates understand theories of human-centered design and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.*

| | | |
|---|---|---|
| DEA 3510 | Human Factors & Inclusive Design | Designing an On-Street Parking Pay Station |
| DEA 3590 | Problem-Seeking through Prog. | Programming Document; Assignments-Exercise 2,3,4,5 |
| DEA 5210 | Interactive Design Studio | Usability testing and application of related evaluation methods |
| DEA 5304 | Design Accountability | Gates Presentation, Gates Final Report |
| DEA 5305 | Health and Healing Studio | Place of Wellness, Campus Accessibility, Cayuga Medical |
| DEA 5700 | Designing Age Friendly Envir. | Community & Space Env. Assessments; Community Major Project |

d) analyze and synthesize human perception and behavior patterns to inform design solutions.

| | | |
|---|---|---|
| DEA 1500/1 | Intro to Environmental Psych. | Ergonomic poster; dorm design guidelines, exams |
| DEA 2025 | Impactful Graphics | Project 1: Unit, Pattern & Composition; Project 3: Graphic Design Dictionary; Lecture; Elements and Principles |
| DEA 2201 | Magnifying Small Spaces Studio | Part A+B; Part C+D |
| DEA 2700 | Healthy Places | Final Projects |
| DEA 2730 | Human Centered Design Methods | Usability testing and application of related evaluation methods |
| DEA 3306 | Generative Design Studio | Final Project; Generative Design Paper |
| DEA 3500 | The Ambient Environment | Final Project Handout; Final Project Presentation |
| DEA 3510 | Human Factors & Inclusive Design | Designing an On-Street Parking Pay Station |
| DEA 3590 | Problem-Seeking through Prog. | Observation and Behavior mapping; Assignments-Exercise 2,3,4,5 |
| DEA 5304 | Design Accountability | Gates Presentation, Gates Final Report, MVR POE |
| DEA 5305 | Health and Healing Studio | Place of Wellness, Campus Accessibility, Cayuga Medical |
| DEA 5700 | Designing Age Friendly Envir. | Community Major Project; Syllabus; Student Moderated Sessions |

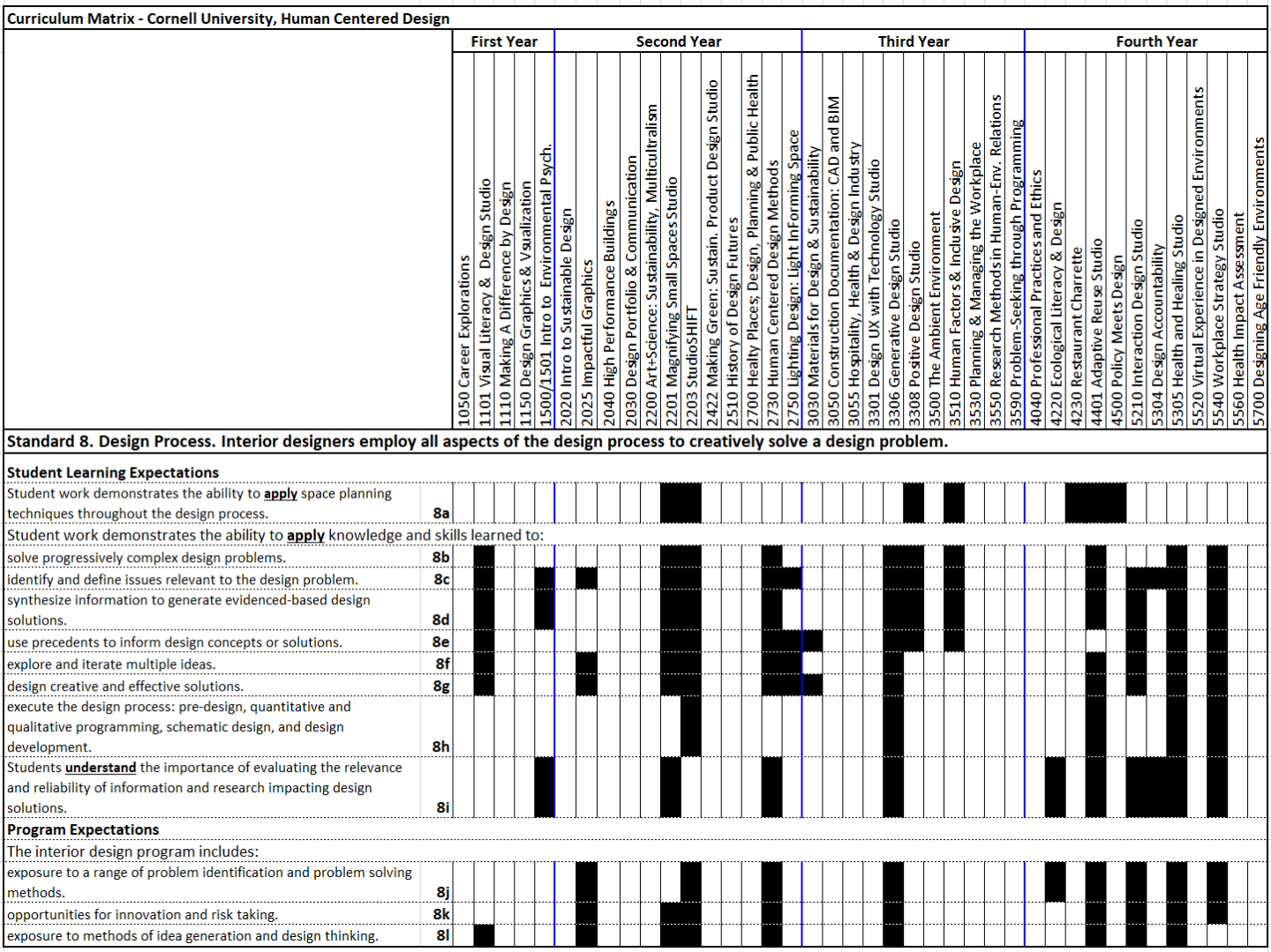
e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions. [4]

| | | |
|---|---|---|
| DEA 1500/1 | Intro to Environmental Psych. | Ergonomic poster; dorm design guidelines, exams |
| DEA 2201 | Magnifying Small Spaces Studio | Part C+D |
| DEA 2730 | Human Centered Design Methods | Usability testing and application of related evaluation methods |
| DEA 3306 | Generative Design Studio | Final Project; Generative Design Paper |
| DEA 3500 | The Ambient Environment | Final Project Handout; Final Project Presentation |
| DEA 3510 | Human Factors & Inclusive Design | Designing an On-Street Parking Pay Station |
| DEA 3590 | Problem-Seeking through Prog. | Student Final Projects |
| DEA 4401 | Adaptive Reuse Studio | Programming Document; Concept; Construction Documents |
| DEA 5305 | Health and Healing Studio | Place of Wellness, Campus Accessibility, Cayuga Medical |
| DEA 5700 | Designing Age Friendly Envir. | Community Major Project; Student Work |

f) apply wayfinding techniques to design solutions.

| | | |
|---|---|---|
| DEA 2201 | Magnifying Small Spaces Studio | Part C+D |
| DEA 2203 | StudioSHIFT | Assignment: Service Learning Projects (2018-2022) |
| DEA 3306 | Generative Design Studio | Generative Design Presentation |
| DEA 3510 | Human Factors & Inclusive Design | Designing an On-Street Parking Pay Station |
| DEA 5304 | Design Accountability | Student work: MVR way finding issues |
| DEA 5305 | Health and Healing Studio | Place of Wellness, Campus Accessibility, Cayuga Medical |

# *STANDARD 8: Design Process*



**Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.**

*Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.*

**Recommended page limit: 3 pages**

**Part 1: Analysis**

Innovative design thinking with insightful design research are emphasized throughout our curriculum. Through multi-disciplinary training in Environmental Psychology (DEA 1500), Human-Centered Design methods (DEA 2730), Interaction Design (DEA 5210), and interior design studios, students learn to tackle problems from a systems view and arrive at strategic and sustainable design solutions. In our studio courses, evidence-based approaches are embodied in design processes for problem-solving at various complexity levels and in diverse contexts.

**Part 2: Evidence**

**Student Learning Expectations**

a) Student work demonstrates the ability to **apply** space planning techniques throughout the design process.[1]

| | | |
|---|---|---|
| DEA 2201 | Magnifying Small Spaces | Assignments: Part C+D |
| DEA 2203 | StudioSHIFT | Dog Trot (2018); Year of Water, Homeless Shelter for Young Adults (2019); Norrie Point Environmental Education Center (2020); Camp Comstock (2021); Finger Lakes Boating Museum, Weill-Cornell Biophilia Guidelines (2022) |
| DEA 3308 | Positive Design Studio | Reconciling the concerns of personal well-being |
| DEA 3510 | Human Factors & Inclusive Design | Designing an inclusive check-out |
| DEA 4230 | Restaurant Charrette | Assignments: SD and DD |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design, Design Development, Construction Documents |
| DEA 4500 | Policy Meets Design | Syllabus |

Student work demonstrates the ability to **apply** knowledge and skills learned to:

b) solve progressively complex design problems.

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | DEA 1101.12 Special Places |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: Part A+B+C+D |
| DEA 2203 | StudioSHIFT | Dog Trot (2018); Year of Water, Homeless Shelter for Young Adults (2019); Norrie Point Environmental Education Center (2020); Camp Comstock (2021); Finger Lakes Boating Museum, Weill-Cornell Biophilia Guidelines (2022) |
| DEA 2730 | Human Centered Design Methods | Iterative design and testing throughout the course |
| DEA 3306 | Generative Design Studio | Assignment 5; Final Project Handout |
| DEA 3308 | Positive Design Studio | Reconciling the concerns of personal well-being |
| DEA 3510 | Human Factors & Inclusive Design | Designing an inclusive check-out |
| DEA 4401 | Adaptive Reuse Studio | Project Notebook; Adaptive Reuse Assessment; Programming Document; Concept; Schematic Design; Design Development; Construction Documents |
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness, Campus Accessibility, Cayuga Medical |
| DEA 5540 | Workplace Strategy Studio | Syllabus, Project I & II; Student Work |

c) identify and define issues relevant to the design problem.[2]

**Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.**

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| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | All studio assignments |
| DEA 1500/1 | Intro. to Environmental Psych. | Syllabus; Website Description; Exams |
| DEA 2025 | Impactful Graphics | Project 3: Graphic Design Dictionary |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: Part A+B+C+D |
| DEA 2203 | StudioSHIFT | Dog Trot (2018); Year of Water, Homeless Shelter for Young Adults (2019); Norrie Point Environmental Education Center (2020); Camp Comstock (2021); Finger Lakes Boating Museum, Weill-Cornell Biophilia Guidelines (2022) |
| DEA 2730 | Human Centered Design Methods | Students draft design guidelines |
| DEA 2750 | Lighting Design | Illuminating Matter; Final Luminaire; Architectural Lighting |
| DEA 3306 | Generative Design Studio | Final Project Handout; Design Charrette |
| DEA 3308 | Positive Design Studio | Designing a scoreboard |
| DEA 3510 | Human Factors & Inclusive Design | Designing an inclusive check-out |
| DEA 4401 | Adaptive Reuse Studio | Adaptive Reuse Assessment; Programming Document; All Phases |
| DEA 5210 | Interaction Design Studio | Student draft design guidelines |
| DEA 5304 | Design Accountability | Gates Presentation, Gates Final Report |
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness, Campus Accessibility, Cayuga Medical |
| DEA 5540 | Workplace Strategy Studio | Syllabus, Project I & II; Student Work |

d) synthesize information to generate evidenced-based design solutions.

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | All studio assignments |
| DEA 1500/1 | Intro. to Environmental Psych. | Ergonomic poster; dorm design guidelines, exams |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: Part A+B+C+D |
| DEA 2203 | StudioSHIFT | Dog Trot (2018); Year of Water, Homeless Shelter for Young Adults (2019); Norrie Point Environmental Education Center (2020); Camp Comstock (2021); Finger Lakes Boating Museum, Weill-Cornell Biophilia Guidelines (2022) |
| DEA 2730 | Human Centered Design Methods | Iterative design and testing throughout the course |
| DEA 3306 | Generative Design Studio | Final Project Handout; Generative Design Paper |
| DEA 3308 | Positive Design Studio | Designing a scoreboard |
| DEA 3510 | Human Factors & Inclusive Design | Designing an inclusive check-out |
| DEA 4401 | Adaptive Reuse Studio | Programming Document; Concept; Schematic Design; Design Development; Construction Documents |
| DEA 5210 | Interaction Design Studio | Iterative design and testing throughout the course |
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness, Campus Accessibility, Cayuga Medical |
| DEA 5540 | Workplace Strategy Studio | Projects I & II; Student Work |

e) use precedents to inform design concepts or solutions. [3]

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | 1101.5; 1101.6; 1101.10; 1101.11 |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: Part C+D |
| DEA 2203 | StudioSHIFT | Dog Trot (2018); Year of Water, Homeless Shelter for Young Adults (2019); Norrie Point Environmental Education Center (2020); Camp Comstock (2021); Finger Lakes Boating Museum, Weill-Cornell Biophilia Guidelines (2022) |

**Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.**

*Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.*

| | | |
|---|---|---|
| DEA 2730 | Human Centered Design Methods | Lecture 3: Consideration of Design Precedents |
| DEA 2750 | Lighting Design | Lit • Light in Literature; Categories of Luminance; Architectural Lighting |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations |
| DEA 3306 | Generative Design Studio | Final Project Handout; Generative Design Paper |
| DEA 3308 | Positive Design Studio | Designing a scoreboard |
| DEA 3510 | Human Factors & Inclusive Design | Designing an inclusive check-out |
| DEA 5210 | Interaction Design Studio | Lecture 3: Consideration of Design Precedents |
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness, Campus Accessibility, Cayuga Medical |
| DEA 5540 | Workplace Strategy Studio | Projects I & II; Student Work |

f) explore and iterate multiple ideas.

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | DEA 1101.13 Course Journal |
| DEA 2025 | Impactful Graphics | Project 1: Unit, Pattern & Composition |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: Part A+B+C+D |
| DEA 2203 | StudioSHIFT | Dog Trot (2018); Year of Water, Homeless Shelter for Young Adults (2019); Norrie Point Environmental Education Center (2020); Camp Comstock (2021); Finger Lakes Boating Museum, Weill-Cornell Biophilia Guidelines (2022); Knoll and Gunlocke Showrooms |
| DEA 2730 | Human Centered Design Methods | Mixed Methods; Iterative Design; Rapid Prototyping |
| DEA 2750 | Lighting Design | Luminaire; Architectural Lighting |
| DEA 3306 | Generative Design Studio | All Lectures; Generative Design Paper |
| DEA 4401 | Adaptive Reuse Studio | Project Notebook; Programming; Concept; Schematic Design; Design Development |
| DEA 5210 | Interaction Design Studio | Mixed Methods; Iterative Design; Rapid Prototyping |
| DEA 5305 | Health and Healing Studio | 2021 Compiled Design Process |
| DEA 5540 | Workplace Strategy Studio | Syllabus, Projects I & II; Student Work |

g) design creative and effective solutions.[4]

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | All studio assignments |
| DEA 2025 | Impactful Graphics | Project 1: Unit, Pattern & Composition |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: Part A+B+C+D |
| DEA 2203 | StudioSHIFT | Dog Trot (2018); Year of Water, Homeless Shelter for Young Adults (2019); Norrie Point Environmental Education Center (2020); Camp Comstock (2021); Finger Lakes Boating Museum, Weill-Cornell Biophilia Guidelines (2022); Knoll and Gunlocke Showrooms |
| DEA 2730 | Human Centered Design Methods | Creative & Evidence-Basis for Design; Student Debate |
| DEA 2750 | Lighting Design | Luminaire; Architectural Lighting |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations; Exam |
| DEA 3306 | Generative Design Studio | Final Project Handout; Generative Design Paper |
| DEA 4401 | Adaptive Reuse Studio | Programming Document; Schematic Design; Design Development; Construction Documents |
| DEA 5210 | Interaction Design Studio | Creative & Evidence-Basis for Design; Student Debate |

**Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.**

*Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.*

| | | |
|---|---|---|
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness, Campus Accessibility, Cayuga Medical |
| DEA 5540 | Workplace Strategy Studio | Syllabus; Projects I & II; Student Work |

h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Service Learning Projects (2018-2022); Furniture Showrooms |
| DEA 3306 | Generative Design Studio | Final Project Handout; Generative Design Presentation |
| DEA 4401 | Adaptive Reuse Studio | Programming Document; Schematic Design; Design Development; Construction Documents |
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness, Campus Accessibility, Cayuga Medical |
| DEA 5540 | Workplace Strategy Studio | Student Work |

i) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.[5]

| | | |
|---|---|---|
| DEA 1500/ 1501 | Intro. to Environmental Psych. | Syllabus; Exams |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: Part A+B+C+D |
| DEA 2730 | Human Centered Design Methods | Mixed Methods; Iterative Design; Rapid Prototyping |
| DEA 3306 | Generative Design Studio | Final Project Handout; Generative Design Presentation |
| DEA 4220 | Ecological Literacy and Design | DEA 4220 Syllabus |
| DEA 4401 | Adaptive Reuse Studio | Adaptive Reuse Assessment; Programming Document |
| DEA 5210 | Interaction Design Studio | Mixed Methods; Iterative Design; Rapid Prototyping |
| DEA 5304 | Design Accountability | Readings Test fall 2022, Gates Presentation, Gates Final Repor; Lecture 3 beginning (literature review) |
| DEA 5305 | Health and Healing Studio | Ronald McDonald; Place of Wellness; Campus Accessibility; Cayuga Medical |
| DEA 5540 | Workplace Strategy Studio | Syllabus, Projects I & II; Student Work |

**Program Expectations**

The interior design program includes:

j) exposure to a range of problem identification and problem solving methods.

| | | |
|---|---|---|
| DEA 2025 | Impactful Graphics | Project 4: Communicating a Social or Environmental Issue |
| DEA 2203 | StudioSHIFT | Service Learning Projects (2018-2022); Furniture Showrooms |
| DEA 2730 | Human Centered Design Methods | Mixed Methods; Iterative Design |
| DEA 3306 | Generative Design Studio | Final Project Handout; Generative Design Presentation |
| DEA 4220 | Ecological Literacy and Design | Lecture: DEA 4220.11 Eco-Methods |
| DEA 4401 | Adaptive Reuse Studio | Programming Document; Architectural Building Model Analysis; Schematic Design; Design Development; Construction Documents |
| DEA 5210 | Interaction Design Studio | Mixed Methods; Iterative Design |
| DEA 5305 | Health and Healing Studio | 2021 Complied Reflection Journals |
| DEA 5540 | Workplace Strategy Studio | Syllabus, Projects I & II; Student Work |

**Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.**

*Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.*

k) opportunities for innovation and risk taking.[6]

| | | |
|---|---|---|
| DEA 2025 | Impactful Graphics | Project 1: Unit, Pattern & Composition |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: Part A+B+C+D |
| DEA 2203 | StudioSHIFT | Service Learning Projects (2018-2022); Furniture Showrooms |
| DEA 2730 | Human Centered Design Methods | Bruce Mau's "An Incomplete Manifesto" |
| DEA 3306 | Generative Design Studio | Final Project Handout; Generative Design Presentation |
| DEA 4401 | Adaptive Reuse Studio | Programming Document; Schematic Design; Design Development; Construction Documents |
| DEA 5210 | Interaction Design Studio | Bruce Mau's "An Incomplete Manifesto" |
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness, Campus Accessibility, Cayuga Medical |
| DEA 5540 | Workplace Strategy Studio | Syllabus; Projects I & II; Student Work |

l) exposure to methods of idea generation and design thinking.

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | DEA 1101.1 |
| DEA 2025 | Impactful Graphics | Project 1: Unit, Pattern & Composition; Project 2: Paste-Up Charrette; Project 3: Graphic Design Dictionary |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments: Part A+B+C+D |
| DEA 2203 | StudioSHIFT | Service Learning Projects (2018-2022); Furniture Showrooms |
| DEA 2730 | Human Centered Design Methods | Mixed Methods; Iterative Design |
| DEA 3306 | Generative Design Studio | Lectures; Final Project Handout; Presentation |
| DEA 4401 | Adaptive Reuse Studio | Programming Document; Schematic Design; Design Development; Construction Documents |
| DEA 5210 | Interaction Design Studio | Mixed Methods; Iterative Design |
| DEA 5305 | Health and Healing Studio | 2021 Complied Reflection Journals |

# *STANDARD 9: Communication*

| Curriculum Matrix - Cornell University, Human Centered Design | | First Year | | | | | Second Year | | | | | | | | | | Third Year | | | | | | | | | | Fourth Year | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places; Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Positive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 9. Communication. Interior designers are effective communicators.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students are **able** to effectively: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| interpret and communicate data and research. | 9a | | | ■ | | | ■ | | | | ■ | ■ | | | ■ | | | ■ | | | | ■ | ■ | ■ | | | ■ | ■ | | | | | | | | ■ |
| express ideas and their rationale in oral communication. | 9b | | | | | | ■ | | | | ■ | ■ | ■ | | | | | ■ | | | | ■ | | ■ | | | | | | | | | | | | ■ |
| express ideas and their rationale in written communication. | 9c | | | ■ | | | ■ | | | | ■ | ■ | | | ■ | | ■ | | | | | | | | ■ | ■ | | | | | | | | | | ■ |
| express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches. | 9d | | ■ | | ■ | | | ■ | | | ■ | ■ | | | | | ■ | ■ | | | | ■ | ■ | | ■ | | | | | | | | | | | ■ |
| express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences. | 9e | | | | | | | ■ | | | ■ | ■ | | | ■ | | ■ | ■ | | | | | ■ | | ■ | ■ | | | | | | | | | | ■ |
| **Program Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The interior design program provides opportunities for: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| exposure to evolving communication technologies. | 9f | | | | | | | | | | | | ■ | | | ■ | | | | | | ■ | | | | ■ | | | | | | ■ | | | | | |
| students to develop active listening skills in the context of professional collaboration. | 9g | | | | | | | ■ | | | | | ■ | | | ■ | ■ | | | | | | | | | | | ■ | | | | ■ | | | | ■ |

## Standard 9. Communication. Interior designers are effective communicators.

*Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.*

**Recommended page limit: 2 pages**

**Part 1:** As a key learning objective of our program and the College of Human Ecology, students are expected to write, speak and use visual communications effectively. Diverse forms of presentations are integral parts of design projects from studios as well as research projects from lecture and writing seminar courses. DEA 2025 Impactful Graphics calls for persuasive visual storytelling; A series of exercises in DEA 1150 Design Graphics and Visualization emphasizes visual communication skills. Students have a wealth of experiences to practice and enhance their communication skills in all levels of studios with peers, instructors, guest critiques, community partners, and large audience groups.

**Part 2: Evidence** *List **1 key source or type of evidence** (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) **from each course** identified in the Curriculum Matrix for the program and student learning expectations within this Standard.*

### Student Learning Expectations

Students are **able** to effectively:

a) interpret and communicate data and research. [1]

| | | |
|---|---|---|
| DEA 1110 | Making a Difference by Design | Project 1: Portfolio Design; Project 2; Equations for Change |
| DEA 2020 | Intro. to Sustainable Design | Research Project; Student Projects; Syllabus |
| DEA 2200 | Art + Science | Project 2: Art+Science Essay |
| DEA 2201 | Magnifying Small Spaces Studio | Part A+B+C+D |
| DEA 2510 | History of Design Futures | Final Research Thesis |
| DEA 3306 | Generative Design Studio | Final Paper |
| DEA 3308 | Positive Design Studio | Project 2 |
| DEA 3500 | The Ambient Environment | Final Project |
| DEA 3550 | Research Methods in HER | Final Research Proposal |
| DEA 3590 | Problem-Seeking through Program. | Generating Programming Information |
| DEA 5700 | Designing Age Friendly Envir. | Community-Engaged Major Design Project; Student Moderated Presentation |

b) express ideas and their rationale in oral communication.

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | Research Project; Student Projects |
| DEA 2200 | Art + Science | Project 1: Portfolio Design; Project 2: Art+Science Essay |
| DEA 2201 | Magnifying Small Spaces Studio | Part A+B+C+D |
| DEA 2203 | StudioSHIFT | "Client" Presentations: Service Learning Projects (2018 - 2022) |
| DEA 2750 | Lighting Design | Routine Presentations in Luminaire and Architectural Lighting |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations |
| DEA 3301 | Design UX with Technology Studio | Project Presentations |
| DEA 3306 | Generative Design Studio | Generative Design Presentation |
| DEA 3500 | The Ambient Environment | Final Project Handout; Presentations |
| DEA 3550 | Research Methods in HER | Student Moderated Lectures & Breakout Rooms |
| DEA 5700 | Designing Age Friendly Envir. | Student Moderated Sessions |

c) express ideas and their rationale in written communication.

| | | |
|---|---|---|
| DEA 1110 | Making a Difference by Design | Project 2: Equations for Change |
| DEA 2020 | Intro. to Sustainable Design | Project 2 |
| DEA 2200 | Art + Science | Project 2: Art+Science Essay |
| DEA 2201 | Magnifying Small Spaces Studio | Part D |
| DEA 2510 | History of Design Futures | Reading Responses |

## Standard 9. Communication. Interior designers are effective communicators.

*Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.*

| | | |
|---|---|---|
| DEA 2730 | Human Centered Design Methods | Final Assignment: Paper |
| DEA 3308 | Positive Design Studio | Project 2 |
| DEA 3500 | The Ambient Environment | Final Project Paper |
| DEA 3510 | Human Factors & Inclusive Design | Designing an Inclusive Checkout Report |
| DEA 5700 | Designing Age Friendly Envir. | Audit Assessment |

d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.[2]

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy & Design | 1101.13 Course Journal |
| DEA 1150 | Design Graphics Visualization | Syllabus |
| DEA 2025 | Impactful Graphics | Repetition : Unit, Pattern & Composition |
| DEA 2201 | Magnifying Small Spaces Studio | Part A+B+C+D |
| DEA 2730 | Human Centered Design Methods | Ideation, Concept, Demo Videos of Artifact |
| DEA 2750 | Lighting Design | Candlelit Self-Portrait |
| DEA 3301 | Design UX with Technology Studio | Mental Health Facility Design Project |
| DEA 3306 | Generative Design Studio | Generative Design Presentation |
| DEA 3500 | The Ambient Environment | Final Project Handout; Presentations |
| DEA 5700 | Designing Age Friendly Envir. | Community-Engaged Major Design Project; Student Work |

e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.[3]

| | | |
|---|---|---|
| DEA 2025 | Impactful Graphics | Project 4: Communicating a social or environmental issue |
| DEA 2201 | Magnifying Small Spaces Studio | Part A+B+C+D |
| DEA 2510 | History of Design Futures | DQs |
| DEA 2730 | Human Centered Design Methods | Live demos, demo videos, papers, and presentation of Artifact |
| DEA 3030 | Materials for Design & Sustain. | MyMaterial |
| DEA 3306 | Generative Design Studio | Generative Design Presentation |
| DEA 3500 | The Ambient Environment | Presentations |
| DEA 3510 | Human Factors & Inclusive Design | Project 1: Designing an On-street Parking Paystation |
| DEA 5700 | Designing Age Friendly Envir. | Community & Space Environment Assessment; Student Work |

**Program Expectations**

The interior design program provides opportunities for:

f) exposure to evolving communication technologies. [4]

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Knoll Showroom:  Presentation on Evolving Workplace Design |
| DEA 2730 | Human Centered Design Methods | Syllabus: Exposure to new software for moodboards and storyboards |
| DEA 3301 | Design UX with Technology Studio | Metaverse for designers: Meta Workroom and more |
| DEA 3510 | Human Factors & Inclusive Design | Miro board brainstorming |

g) students to develop active listening skills in the context of professional collaboration.[5]

| | | |
|---|---|---|
| DEA 2025 | Impactful Graphics | Communicating a Social or Environmental Issue |
| DEA 2203 | StudioSHIFT | Working with Service Learning Clients / Projects |
| DEA 2700 | Healthy Places | Syllabus; Final Projects |
| DEA 2730 | Human Centered Design Methods | Ideation; Concept; Demo Videos |
| DEA 3590 | Problem-Seeking through Prog. | Generating Programming Information |
| DEA 4401 | Adaptive Reuse Studio | Listening Exercise |
| DEA 5700 | Designing Age Friendly Environ. | Community-Engaged Major Project; Submissions |

# *STANDARD 10: History*

| Curriculum Matrix - Cornell University, Human Centered Design | | First Year | | | | | Second Year | | | | | | | | | | Third Year | | | | | | | | | | Fourth Year | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places; Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Postive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 10. History. Interior designers are knowledgeable about the history of interiors, architecture, decorative arts, and art.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students demonstrate **awareness** of the basic context and framework of history as it relates to: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| art. | **10a** | | | | | | | ■ | | | | | ■ | | ■ | | | | ■ | | | | | | | ■ | | | | | | | | | | | | | |
| decorative arts and material culture. | **10b** | | | | | | | ■ | | | | | ■ | | ■ | | | | ■ | | | | | | | ■ | | | | | | | | | | | | | |
| Students **understand** the basic context and framework of history as it relates to: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| interior design. | **10c** | | | | | | | | | | | | ■ | | ■ | | | | ■ | | | | | | | ■ | | | | | | | | | | ■ | | | |
| furniture. | **10d** | | ■ | | | | | | | | | | ■ | | ■ | | | | ■ | | | | | | | ■ | | | | | | | | | | | | | |
| architectural styles and movements. | **10e** | | ■ | | | ■ | ■ | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | | |
| Students **understand** the social, political, and physical influences affecting historical changes in the design of the built environment. | **10f** | | | | | | | | | | | | ■ | | ■ | | | | ■ | | | | | | | | | | | | | ■ | | | | | | | |
| **Program Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The program provides opportunities for exposure to diverse historical perspectives. | **10g** | | | | | | | | | | | | | | ■ | | | | | | | | | | | | | | | | | ■ | | | | | | | |

**Standard 10. History. Interior designers are knowledgeable about the history of interiors, architecture, decorative arts, and art.**

*Intent: This standard ensures graduates have the knowledge base of design history to inform design solutions.*

**Part 1: Analysis**

DEA 2050 History of Design Futures provides ample opportunity for students to learn the relationship between design and innovation as a catalyst for cultural change via a foundational understanding of movements and periods in architecture, interior design, art, product design, furniture and landscape and object/space design, and connecting them to their cultural, technological, social, and spatial contexts. A series of exercises, including reflection papers, design quest assignments (visit, observe, analyze, critique, peruse, and unlock hidden design treasures while exploring multiple forms of analysis) beyond lectures, quizzes, call for in-depth understanding of how how historical precedents can serve as points of inspiration or resistance in design practice. After DEA 2050, the knowledge is applied in the design process throughout design studios.

**Part 2: Evidence** *List **1 key source or type of evidence** (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) **from each course** identified in the Curriculum Matrix for the program and student learning expectations within this Standard.*

**Student Learning Expectations**

Students demonstrate **awareness** of the basic context and framework of history as it relates to:

a) art.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | History of Exhibit Design |
| DEA 2510 | History of Design Futures | Final Research Project |
| DEA 3030 | Materials for Design & Sustain. | All Lectures |
| DEA 3510 | Human Factors & Inclusive Design | Lecture: Introduction to Human Factors |

b) decorative arts and material culture. [1]

| | | |
|---|---|---|
| DEA 2025 | Impactful Graphics | Project 1: Unit, Pattern & Composition; Lecture 2: Patterns; Lecture 9: Collage |
| DEA 2203 | StudioSHIFT | Knoll; Gunlocke Furniture Showrooms |
| DEA 2510 | History of Design Futures | Reading Response: Pattern & Ornament |
| DEA 3030 | Materials for Design & Sustain. | Lecture 9 & 10 |
| DEA 3510 | Human Factors & Inclusive Design | Lecture: Inclusive Design & Assistive Technology |

Students **<u>understand</u>** the basic context and framework of history as it relates to:

c) interior design.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Evolution of Exhibit Design; Furniture Showrooms |
| DEA 2510 | History of Design Futures | DQs & Syllabus |
| DEA 3030 | Materials for Design & Sustain. | All Lectures |
| DEA 3510 | Human Factors & Inclusive Design | Lecture: Introduction to Inclusive Design |
| DEA 5305 | Health and Healing Studio | History of Hospital Design, History of NICU Design, History of PICU Design, History of Mental Health Facility Design |

d) furniture.

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | 1101.7 Covering Style |
| DEA 2203 | StudioSHIFT | Evolution of Exhibit Design |
| DEA 2510 | History of Design Futures | Chair Day (D3) assignment |
| DEA 3030 | Materials for Design & Sustain. | Walking Tours; DEA Chair Hall of Fame Lecture |
| DEA 3510 | Human Factors & Inclusive Design | Lecture: Inclusive Design & Assistive Technology |

e) architectural styles and movements.

**Standard 10. History. Interior designers are knowledgeable about the history of interiors, architecture, decorative arts, and art.**

*Intent: This standard ensures graduates have the knowledge base of design history to inform design solutions.*

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | DEA 1101.7 Covering Style |
| DEA 1500/1 | Intro. to Environmental Psych. | Syllabus; Exams |
| DEA 2020 | Intro. to Sustainable Design | Syllabus |
| DEA 2510 | History of Design Futures | Final Research Project |
| DEA 4401 | Adaptive Reuse Studio | American Architectural Styles |

f) Students **understand** the social, political, and physical influences affecting historical changes in the design of the built environment.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Evolution of Exhibit Design |
| DEA 2510 | History of Design Futures | Semester Research Project: Design "Borrowing"<br>Reading Response: Palaces of Consumption |
| DEA 3030 | Materials for Design & Sustain. | All Lectures |
| DEA 4401 | Adaptive Reuse Studio | Chronology of Preservation Lecture; American Architectural Styles; Historic Precedents |

**Program Expectations:**

g) The program provides opportunities for exposure to diverse historical perspectives. [2]

| | | |
|---|---|---|
| DEA 2510 | History of Design Futures | Reading Response: Organizing a History of Design |
| DEA 4401 | Adaptive Reuse Studio | Chronology of Preservation Lecture; Historic Preservation in China by Yaoyi Zhang; Programming Document<br>Historic Precedent |

# *STANDARD 11: Design Elements and Principles*

| Curriculum Matrix - Cornell University, Human Centered Design | | First Year | | | | | | Second Year | | | | | | | | | | | | Third Year | | | | | | | | | | | | Fourth Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places; Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Positive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 11. Design Elements and Principles. Interior designers apply elements and principles of design.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students **understand** the elements and principles of design and related theories, including spatial definition and organization. | **11a** | | | | | | | ■ | | | | ■ | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | | |
| Student work demonstrates the **ability** to: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| explore a range of two- and three-dimensional design solutions. | **11b** | | | | | | | ■ | | | | ■ | | | | | ■ | | | | | | | | | | | | | | | | ■ | | | | | | | | | |
| Students effectively **apply** the elements and principles of design and related theories throughout the interior design curriculum to: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| two-dimensional design solutions. | **11c** | | ■ | | ■ | | | ■ | | | | ■ | | | | | ■ | | | ■ | | | | | | ■ | | | | | | | | | | | ■ | | | | |
| three-dimensional design solutions. | **11d** | | ■ | | ■ | | | | | | | ■ | | | | | ■ | | ■ | | | | | | | ■ | | | | | | | | | | | | | | | |

**Standard 11. Design Elements and Principles. Interior designers apply elements and principles of design.**

***Intent:*** *This standard ensures graduates are able to apply design elements, principles, and theoretical context to formulate and compose creative and aesthetic solutions.*

**Part 1: Analysis**

Characterized as tools for every designer, the elements and principles of design permeate our curriculum. During the first year, students taking **DEA 1101** Visual Literacy & Design Studio complete weekly assignments to learn the definition of / how to apply these tools, and **DEA 1150** Design Graphics & Visualization teaches students how to apply the elements and principles through hand- and software-based skill-building. After these 2D and 3D core competencies are established, students rely on these tools which are incorporated into concept statements, design decisions, and all deliverables throughout our studio and lecture courses. This is specifically demonstrated in **DEA 2025** Impactful Graphics, and in the concept statements / design decisions / deliverables in DEA 2203 StudioSHIFT, **DEA 2750** Light In•Forming Space, and **DEA 4401** Adaptive Reuse Studio.

**Part 2: Evidence**

**Student Learning Expectations**

a) Students **understand** the elements and principles of design and related theories, including spatial definition and organization.[1]

| | | |
|---|---|---|
| DEA 2025 | Impactful Graphics | Assignments: Project 1: Unit Pattern & Composition; Project 2: Paste-Up Charrette; Project 3: Graphic Design Dictionary |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments : Part A+B+C+D Box 40x8x9 |
| DEA 2203 | StudioSHIFT | Dog Trot, Norrie Point; Camp Comstock; Finger Lakes Boating Museum |
| DEA 2750 | Lighting Design | Assignments: Lit: Light in Literature; Architectural Lighting |

Student work demonstrates the **ability** to:

b) explore a range of two- and three-dimensional design solutions.

| | | |
|---|---|---|
| DEA 2025 | Impactful Graphics | Assignment: Project 2: Paste-Up Charrette; Project 3: Graphic Design Dictionary |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments : Part A+B+C+D Box 40x8x9 |
| DEA 2203 | StudioSHIFT | Assignment: Service Learning Projects (2018-2022); Furniture Showrooms |
| DEA 2730 | Human Centered Design Methods | Assignments: Mindmapping; Cultural Probes; Interview; Prototyping; Mood Board; Storyboard; Animated GIF |
| DEA 2750 | Lighting Design | Assignments: Luminaire; Architectural Lighting |
| DEA 4401 | Adaptive Reuse Studio | Assignments: Concept; Architectural Model; Schematic Design; Design Development |

Students effectively **apply** the elements and principles of design and related theories throughout the interior design curriculum to:

c) two-dimensional design solutions.[1]

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | Assignments: 1101.1 - 1101.7 |
| DEA 1150 | Design Graphics and Visualization | Elements and Principles of Design; |
| DEA 2025 | Impactful Graphics | All Student Work |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments : Part A+B+C+D Box 40x8x9 |
| DEA 2203 | StudioSHIFT | Assignment: Service Learning Projects (2018-2022); Furniture Showrooms |
| DEA 2730 | Human Centered Design Methods | Mood Board; Storyboards; Animated GIF |
| DEA 2750 | Lighting Design | Luminaire; Architectural Lighting |
| DEA 3510 | Human Factors & Inclusive Design | Designing an inclusive check-out |

**Standard 11. Design Elements and Principles. Interior designers apply elements and principles of design.**

***Intent:*** *This standard ensures graduates are able to apply design elements, principles, and theoretical context to formulate and compose creative and aesthetic solutions.*

| | | |
|---|---|---|
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness, Campus Accessibility, Cayuga Medical |
| d) | three-dimensional design solutions.[1] | |
| DEA 1101 | Visual Literacy and Design Studio | Assignments: DEA 1101.8 - 1101.12 |
| DEA 1150 | Design Graphics and Visualization | Elements and Principles of Design; Assignments 4 & 5 |
| DEA 2201 | Magnifying Small Spaces Studio | Assignments : Part A+B+C+D Box 40x8x9 |
| DEA 2203 | StudioSHIFT | Assignment: Service Learning Projects (2018-2022); Furniture Showrooms; Camp Comstock |
| DEA 2730 | Human Centered Design Methods | Assignments: Mood Board; Storyboards; Animated GIF |
| DEA 2750 | Lighting Design | Assignments: Luminaire; Architectural Lighting |
| DEA 3050 | Construction Documentation | Floor Layout Axon & Rendering |
| DEA 3510 | Human Factors & Inclusive Design | Designing an inclusive check-out |

# *STANDARD 12: Light and Color*

**Curriculum Matrix - Cornell University, Human Centered Design**

| | | First Year | | | | | Second Year | | | | | | | | | | | Third Year | | | | | | | | | | | Fourth Year | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places; Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Positive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students are **aware** of the environmental impact of illumination strategies and decisions. | **12a** | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | |
| Students **understand**: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| the principles of natural and artificial lighting design. | **12b** | ■ | | | | | | | | | | | ■ | | | | | ■ | | | | | | ■ | | | | | | ■ | ■ | | | | | | | | |
| strategies for using and modulating natural light. | **12c** | ■ | | | ■ | | | | | | | | ■ | | | | | ■ | | | ■ | | | ■ | | | | | | | | | | | | | | |
| Students appropriately select and **apply** luminaires and light sources. | **12d** | | | | | | | | | | | | ■ | | | | | ■ | | | | | | ■ | | | | | | ■ | ■ | | | | | | | | |
| Students **understand** how light and color impact health, safety, and wellbeing in the interior environment. | **12e** | | | | ■ | ■ | | | | | | | ■ | | | | | ■ | | | ■ | | | ■ | | | | | | | ■ | | | | | | | | |
| Students have **awareness** of a range of sources for information and research about color. | **12f** | | | | ■ | ■ | | | | | | | ■ | | | | | ■ | | | ■ | | | ■ | | | | | | | ■ | | | | | | | | |
| Student work demonstrates **understanding** of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| color terminology. | **12g** | ■ | | | ■ | ■ | ■ | | | | | | | | | | | | | | | ■ | | | | | | | | | | | | | | | | |
| color principles, theories, and systems. | **12h** | ■ | | | ■ | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| color in relation to materials, textures, light, and form. | **12i** | ■ | | | | ■ | | | | | | | ■ | | | | ■ | ■ | | | | | | | | | | | | | | ■ | ■ | | | | | | |
| Student work demonstrates the **ability** to appropriately: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| select and apply color to support design purposes. | **12j** | ■ | | | ■ | ■ | ■ | | ■ | | | | ■ | | | | ■ | ■ | | | | ■ | | | | | | | | | | ■ | ■ | | ■ | | | ■ | |
| use color solutions across different modes of design communication. | **12k** | ■ | | ■ | | ■ | ■ | | ■ | | | | | | | | ■ | ■ | | | | ■ | | | | | | | | | | ■ | | | | ■ | | | |

**Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.**

*Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.*

**Part 1: Analysis**

Similar to the elements and principles of design, light and color are core elements that are taught as singular subjects and are integrated in upper level studios and lecture courses as components of our students' design solutions. **DEA 1101** Visual Literacy and Design Studio and **DEA 1150** Design Graphics and Visualization provide the foundational instruction for light and color, then DEA 2025 gives students two-dimensional projects with which to further explore these tenets. **DEA 2750** Lighting Design and **DEA 3500** The Ambient Environment delve into the specifics of light and color in three-dimensional space, teaching our students how humans interact with and are influenced by lighting types and color theory.

**Part 2: Evidence**

**Student Learning Expectations**

a) Students are **aware** of the environmental impact of illumination strategies and decisions.

| | | |
|---|---|---|
| DEA 1500/1 | Intro to Environmental Psych. | Lectures; Readings listed in Syllabus (11/4) |
| DEA 2750 | Lighting Design | Nuckolls: Lamp Types https://nuckollsfund.org/lighting across/; Readings: See Syllabus |

Students **understand**:

b) the principles of natural and artificial lighting design. [1]

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy & Design | 1101.11 Hallowing Light |
| DEA 2750 | Lighting Design | Nuckolls: Qualities of Light; Light, Shade & Shadow; Daylight; Designing w/ Daylight: https://nuckollsfund.org/lighting across/; |
| DEA 3500 | The Ambient Environment | Exams & Quizzes; Lecture: Effects of Lighting on Performance and Health; Types of Lighting Systems |
| DEA 4230 | Restaurant Charrette | SD: Livestock Pavilion; Aurora Ale House; Hangar Theater |
| DEA 4401 | Adaptive Reuse Studio | Lighting Design & Reflected Ceiling Plan Lecture; In-Class Assignment (see syllabus) |

c) strategies for using and modulating natural light.

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy & Design | 1101.11 Hallowing Light |
| DEA 1500/1 | Intro to Environmental Psych. | Lectures; Prelim 3 Question 2C; Readings (11/4) |
| DEA 2203 | StudioSHIFT | Lecture: WELL Concept Overview |
| DEA 2750 | Lighting Design | Nuckolls Lecture: Daylight; Assignment 7: Architectural Lighting |
| DEA 3301 | Design UX with Technology Studio | Container Home Design Sun Study |
| DEA 3500 | The Ambient Environment | Lectures: Effects of Lighting on Performance and Health |
| DEA 4230 | Restaurant Charrette | SD: Livestock Pavilion; Aurora Ale House; Hangar Theater |
| DEA 4401 | Adaptive Reuse Studio | Lighting Design & Reflected Ceiling Plan Lecture (Syllabus); Design Development RCP Exercise; Project Notebooks |

d) Students appropriately select and **apply** luminaires and light sources.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Service Learning Projects: Norrie Point; Homeless Shelter; Showroom Projects |
| DEA 2750 | Lighting Design | Assignment 7: Design Development: Architectural Lighting |
| DEA 3500 | The Ambient Environment | Luminous Conditions; Types of Lighting Systems; Final Projects Design Development |
| DEA 4230 | Restaurant Charrette | |
| DEA 4401 | Adaptive Reuse Studio | RCPs Design Development; Final Booklet; Construction Documents |

e) Students **understand** how light and color impact health, safety, and wellbeing in the interior environment.[2]

| | | |
|---|---|---|
| DEA 1500/1 | Intro to Environmental Psych. | Lecture; readings (11/6); Syllabus; Prelim 3, Question 2C |
| DEA 2203 | StudioSHIFT | WELL Concept Overview |

**Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.**

*Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.*

| | | |
|---|---|---|
| DEA 2750 | Lighting Design | Prezi Lecture: Lighting & Human Behavior; In-Class Lighting & Color Demonstration (Syllabus) |
| DEA 3301 | Design UX with Technology Studio | Lecture: Color theory and research |
| DEA 3500 | The Ambient Environment | Luminous Conditions; Quiz 2 |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development |

f) Students have **awareness** of a range of sources for information and research about color.

| | | |
|---|---|---|
| DEA 1500/1 | Intro to Environmental Psych. | Exams: Prelim 3 Question 2D |
| DEA 2203 | StudioSHIFT | Service Learning: Year of Water; Weill-Cornell Biophilic Design Guidelines; Showroom Projects |
| DEA 2750 | Lighting Design | In-Class Lighting & Color Demonstration; CRI (Syllabus) |
| DEA 3301 | Design UX with Technology Studio | Lecture: Color theory and research |
| DEA 3500 | The Ambient Environment | Effects on Lighting on Performance & Health; Quiz 2; Final Projects |
| DEA 4401 | Adaptive Reuse Studio | Program Document; Concept Presentation |

Student work demonstrates **understanding** of:

g) color terminology.

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | Assignment: 1101.6 |
| DEA 1500/1 | Intro to Environmental Psych. | Syllabus; Exams |
| DEA 2025 | Impactful Graphics | Lecture: Intro to Color; Lecture: Color Models |
| DEA 3301 | Design UX with Technology Studio | Lecture & Quiz - Color Theory & Application |

h) color principles, theories, and systems.

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | Assignment: 1101.6 |
| DEA 1500/1 | Intro to Environmental Psych. | Syllabus; Exams |
| DEA 2025 | Impactful Graphics | Lecture: Intro to Color; Lecture: The Color Wheel |

i) color in relation to materials, textures, light, and form.

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design | 1101.12 Special Space/Place |
| DEA 2203 | StudioSHIFT | Service Learning Projects: Schematic Design/Design Development |
| DEA 2750 | Lighting Design | Assignment 5: Luminaire; Assignment 7: Architectural Lighting |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations; MyMaterial Assignment |
| DEA 4230 | Restaurant Charrette | Schematic Design; Design Development |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development |

Student work demonstrates the **ability** to appropriately:

j) select and apply color to support design purposes. [3]

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | Assignments: DEA 1101.6, 1101.7, 1101.12 |
| DEA 1500/1 | Intro to Environmental Psych. | Exam: Prelim 3 Question 2D |
| DEA 2025 | Impactful Graphics | Project 1: Stages 4 & 5 |
| DEA 2030 | Design Portfolio & Communication | Assignment: Infographics |
| DEA 2203 | StudioSHIFT | Service Learning Projects; Showroom Projects |
| DEA 2730 | Human Centered Design Methods | User Experience / Delphi Studies |
| DEA 2750 | Lighting Design | Assignment 5: Luminaire |
| DEA 3301 | Design User ExperienceStudio | Mood boards & Color palettes |
| DEA 4230 | Restaurant Charrette | Menu Design; Interior Elevations; Exterior Interventions; FF&E |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Final Booklets |
| DEA 5210 | Interaction Design Studio | Box Inspiring Wonder; Interaction Devices for Seniors |
| DEA 5305 | Health and Healing Studio | Student project: Olivia Irene Final |

**Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.**

*Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.*

k) use color solutions across different modes of design communication.[4]

| | | |
|---|---|---|
| DEA 1101 | Visual Literacy and Design Studio | Assignments: DEA 1101.6, 1101.7, 1101.12 |
| DEA 1150 | Design Graphics and Visualization | Food truck space and branding design |
| DEA 2025 | Impactful Graphics | Project 4: Communicating a social or environmental issue |
| DEA 2030 | Design Portfolio & Communication | Portfolios-Students' projects |
| DEA 2730 | Human Centered Design Methods | Syllabus Prototyping with Grove Hardware and WOx |
| DEA 3301 | Design UX with Technology Studio | Branding Design |
| DEA 4401 | Adaptive Reuse Studio | Program Document; Final Booklet |
| DEA 5305 | Health and Healing Studio | Student project: Ding Ming Final |

# *STANDARD 13: Products and Materials*

| Curriculum Matrix - Cornell University, Human Centered Design | | First Year | | | | | | Second Year | | | | | | | | | | | | | | | | Third Year | | | | | | | | | | | | Fourth Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places; Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Positive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 13. Products and Materials. Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student work demonstrates **understanding** of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| students understand how furnishings, objects, materials, and finishes work together to support the design intent. | 13a | | | | | | ■ | | | | | | ■ | ■ | | ■ | | ■ | ■ | ■ | | | ■ | | | | ■ | | | | | | ■ | | | | | | | ■ | | | | | |
| typical fabrication process, installation methods, and maintenance requirements for products and materials. | 13b | | | | | | ■ | | | | | | ■ | | | | | ■ | ■ | | | | | | | | ■ | | | | | | ■ | | | | | | | | | | | |
| appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing. | 13c | | | | | | ■ | | | | | | ■ | ■ | | | | ■ | ■ | | | ■ | | | | | ■ | | | | | | ■ | | | | | | | ■ | | | | | |
| Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety. | 13d | | | | | | | | | | | | ■ | ■ | | | | ■ | ■ | | | | | | | | | | | | | | ■ | | | | | | | ■ | | | | | |
| Students are **able** to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent. | 13e | | | | | | | | | | | | ■ | ■ | | | | ■ | ■ | | | ■ | | | | | | | | | | | ■ | | | | | | | ■ | | | | | |

**Standard 13. Products and Materials. Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.**

**Part 1: Analysis**

Integral to our program's commitment to sustainability is our instruction on products and materials. Not only does our curriculum assess the viability of a product or material for specific applications based on programmatic requirements, building codes, and client needs, but we also provide the students with life cycle considerations, LEED criteria, and how best to evaluate the sustainable attributes of all manner of products, from micro-to macro in scale.

Courses taught in the first two years (DEA 2020, DEA 2201, and 2700) establish the principles of sustainable properties of both products and materials: it is necessary to provide the theoretical basis for balancing the earth's ongoing capabilities to support the human condition with the needs of the world's increasing population. Courses in the junior and senior years (DEA 3030, DEA 3301, 4401 and 5305) bring these theories into application by asking students to design, select, and incorporate materials, finishes and products into a variety of institutional projects, from health care to hospitality.

**Part 2: Student Learning Expectations**

Student work demonstrates **understanding** of:

a) students understand how furnishings, objects, materials, and finishes work together to support the design intent.

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | LEED Readings + Workbook + Discussion + Tests; Materials & Resources |
| DEA 2203 | StudioSHIFT | Gunlocke Showroom; Knoll; Homeless Shelter; Camp Comstock; Finger Lakes Boating Museum |
| DEA 2422 | Making Green | Assignments: DEA 2422:1 - 2422.4 |
| DEA 2700 | Healthy Places | DEA 2700 syllabus; Lecture 10: Healthy Products; Lecture 11: Healthy Materials Mini: Healthy products + interiors (C in 2018, D in 2019); Final Project |
| DEA 2750 | Lighting Design | Assignments 5 & 7: Luminaire; Architectural Lighting |
| DEA 3030 | Materials for Design & Sustain. | All Lectures; Ecological Group Presentations |
| DEA 3050 | Construction Documentation | Final Construction Documents Set: student work |
| DEA 3301 | Design UX with Technology Studio | Midterm projects / Final projects 1 2 3 4 |
| DEA 3510 | Human Factors & Inclusive Design | Exam 02 |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design Phase |
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness |

b) typical fabrication process, installation methods, and maintenance requirements for products and materials.

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | LEED Readings + Workbook + Discussion + Tests |
| DEA 2203 | StudioSHIFT | Year of Water; Gunlocke / Knoll Showrooms |
| DEA 2750 | Lighting Design | Assignment 5: Luminaire; Assignment 6: Categories of Luminance |
| DEA 3030 | Materials for Design & Sustain. | All Lectures; Ecological Group Presentations |
| DEA 3510 | Human Factors & Inclusive Design | Exam 01 |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design Phase; Final Booklets |

c) appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.[1]

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | LEED Readings + Workbook + Discussion + Tests; Materials & Resources |
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 2422 | Making Green | Assignments: Project 1 & 3; Syllabus |
| DEA 2750 | Lighting Design | Assignment 7: Architectural Lighting |
| DEA 3030 | Materials for Design & Sustain. | Carpet Specification; MyMaterial; Lecture 9: FF&E |

**Standard 13. Products and Materials. Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.**

| | | |
|---|---|---|
| DEA 3301 | Design UX with Technology Studio | Midterm projects / Final projects 1 2 3 4 |
| DEA 3510 | Human Factors & Inclusive Design | Exam 02 |
| DEA 4401 | Adaptive Reuse Studio | Final Booklets |
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness |

d) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 3030 | Materials for Design & Sustain. | Ecological Group Presentations; Life Cycle Cost Analysis |
| DEA 4401 | Adaptive Reuse Studio | Final Booklets; Project Notebooks |
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness |

e) Students are **able** to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.[2]

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 3030 | Materials for Design & Sustain. | MyMaterial |
| DEA 3301 | Design UX with Technology Studio | IIDA design competition project |
| DEA 4401 | Adaptive Reuse Studio | Final Booklets; Project Notebooks |
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness |

# *STANDARD 14: Environmental Systems and Human Wellbeing*

**Curriculum Matrix - Cornell University, Human Centered Design**

| | | First Year | | | | | | Second Year | | | | | | | | | | | | Third Year | | | | | | | | | | | | Fourth Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places, Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Postive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 14. Environmental Systems and Human Wellbeing. Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students **understand** that design decisions relating to acoustics, thermal comfort, and indoor air quality impacts human wellbeing and the environment. | **14a** | | | | | | ■ | | | | | | | | ■ | | | | ■ | | | | | | | | | | | | | ■ | | | | | | | | | | |
| Students **understand**: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| the principles of acoustical design. | **14b** | | | | | ■ | | | | | | | ■ | | | | | ■ | ■ | | | ■ | | | ■ | | | | | | | | | | ■ | | | | | | | | |
| appropriate strategies for acoustical control. | **14c** | | | | | | | | | | | | ■ | | | | | ■ | | | | | | | ■ | | | | | | | | | | | | | | | | | | |
| the principles of thermal design. | **14d** | | | | | ■ | | | | | | | | | | | | | ■ | | | | | | ■ | | | | | | | | | | ■ | | | | | | | | |
| how active and passive thermal systems and components impact interior design solutions. | **14e** | | | | | | ■ | | | | | | | | | | | | ■ | | | | ■ | | ■ | | | | | | | | | | ■ | | | | | | | | |
| principles and strategies for plumbing. | **14f** | | | | | | ■ | | | | | | ■ | | | | | | ■ | | | | | | ■ | | | | | | | | | | ■ | | | | | | | | |
| strategies for waste management. | **14g** | | | | | | | | | | | | ■ | | | | | | ■ | | | | | | | | | | | | | | | | ■ | | | | | | | | |
| the principles of indoor air quality. | **14h** | | | | | ■ | ■ | | | | | | | | | | | | ■ | | | | | | ■ | | | | | | | | | | ■ | | | | | | | | |
| how the selection and application of products and systems impact indoor air quality. | **14i** | | | | | ■ | ■ | | | | | | ■ | | | | | | ■ | | | | ■ | | ■ | | | | | | | | | | ■ | | | | | | | | |

**Standard 14. Environmental Systems and Human Wellbeing. Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.**

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*Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.*

### Part 1: Analysis

Designing and maintaining human comfort within the built environment requires a comprehensive understanding of a myriad of mechanical and operational systems to ensure that the end user feels as productive and supported as possible. While our program has not offered a more standardized building technologies course for several years (due to a faculty member's appointment as Director of Cornell's China Center), other instructors have taken it upon themselves to incorporate HVAC, LEED, and other ambient environment knowledge sets into their courses. **DEA 3500** The Ambient Environment continues to represent the most salient course offering for our students: it delves into every aspect of the interior atmosphere, while DEA 1500 provides our students with evidence-based protocols for how the interior environment impacts human behavior. **DEA 3030** incorporates acoustics, LEED criteria for Water Efficiency, IAQ, EA, and Waste Management. DEA 3301, 4401, and 5305 ask students to consider and document comfort systems in their design solutions, and to consider WELL as needed. DEA 2040 High-Performance Buildings will be taught again in 2023, as the faculty member will return to teaching this invaluable course: this will provide our students with more detailed building technology systems understanding and sustainable strategies for human well-being.

### Part 2: Evidence

### Student Learning Expectations

a) Students **understand** that design decisions relating to acoustics, thermal comfort, and indoor air quality impacts human wellbeing and the environment.

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | Research Assignment; Project Submission; Indoor Air Quality |
| DEA 2510 | History of Design Futures | Reading Response (RR): Palaces of Consumption |
| DEA 3030 | Materials for Design & Sustain. | Lecture 8: Ceilings & Acoustics |
| DEA 4230 | Restaurant Charrette | Schematic Design |
| DEA 4401 | Adaptive Reuse Studio | LEED In-Class Seminar; Schematic Design I & II |

Students **understand**:

b) the principles of acoustical design. [1]

| | | |
|---|---|---|
| DEA 1500/1 | Intro to Environmental Psych. | Prelim 2 |
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 2750 | Lighting Design | Architectural Lighting |
| DEA 3030 | Materials for Design & Sustain. | Lecture 8: Ceilings |
| DEA 3301 | Design UX with Technology Studio | Acoustical Design & Noise Reduction |
| DEA 3500 | The Ambient Environment | Architectural Sound Control; Sound, Audition, Sones & Phons; Quiz 3 |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet |

c) appropriate strategies for acoustical control. [2]

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 2750 | Lighting Design | Architectural Lighting |
| DEA 3030 | Materials for Design & Sustain. | Lecture 5: Carpet; Lecture 8: Ceilings |
| DEA 3301 | Design UX with Technology Studio | Acoustical Design & Noise Reduction |
| DEA 3500 | The Ambient Environment | Architectural Sound Control; Quiz 3 |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet |

d) the principles of thermal design. [3]

**Standard 14. Environmental Systems and Human Wellbeing. Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.**

---

*Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.*

| | | |
|---|---|---|
| DEA 1500/1 | Intro to Environmental Psych. | Lecture; Readings (10/7); Exams |
| DEA 3030 | Materials for Design & Sustain. | Lecture 5: Carpet; Lecture 8: Ceilings |
| DEA 3301 | Design UX with Technology Studio | Design for Thermal Comfort |
| DEA 3500 | The Ambient Environment | Thermal Comfort & Thermal Discomfort; Lecture 6; Quiz 1 |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet |

e) how active and passive thermal systems and components impact interior design solutions.

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | Indoor Air Quality |
| DEA 3030 | Materials for Design & Sustain. | Lecture 7: Walls |
| DEA 3301 | Design UX with Technology Studio | Towards net zero design: Solar rooftop & geothermal systems |
| DEA 3500 | The Ambient Environment | Lecture 6; Quiz 1; Building Ventilation Systems |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet |

f) principles and strategies for plumbing. [4]

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | Water Efficiency |
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 3030 | Materials for Design & Sustain. | Lecture 4: Flooring; Lecture 7: Walls |
| DEA 3500 | The Ambient Environment | Quiz 1; Building Ventilation Systems |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet |

g) strategies for waste management. [5]

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 3030 | Materials for Design & Sustain. | Lecture 4:  LEED & Floors |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet |

h) the principles of indoor air quality.[6]

| | | |
|---|---|---|
| DEA 1500/1 | Intro to Environmental Psych. | Lecture; Readings (9/23, 11/6); Exams |
| DEA 2020 | Intro. to Sustainable Design | Indoor Air Quality |
| DEA 3030 | Materials for Design & Sustain. | All Lectures |
| DEA 3500 | The Ambient Environment | Factors Affecting Indoor Air Quality; Quiz 1 |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet |

i) how the selection and application of products and systems impact indoor air quality.

| | | |
|---|---|---|
| DEA 1500/1 | Intro to Environmental Psych. | Lectures; Readings; Exams |
| DEA 2020 | Intro. to Sustainable Design | Indoor Air Quality |
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 3030 | Materials for Design & Sustain. | All Lectures |
| DEA 3301 | Design UX with Technology Studio | Indoor Environmental Quality by Design- Air Quality |
| DEA 3500 | The Ambient Environment | Ventilation Human Requirements; Quiz 1 |
| DEA 4401 | Adaptive Reuse Studio | LEED Review; Schematic Design; Design Development; Final Booklet |

# *STANDARD 15: Construction*

| Curriculum Matrix - Cornell University, Human Centered Design | | First Year | | | | | Second Year | | | | | | | | | | | | | | Third Year | | | | | | | | | | | | | | Fourth Year | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places: Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Positive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students have **awareness** of the environmental impact of construction. | **15a** | | | | | | | | | | | | ■ | | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student work demonstrates **understanding** that design solutions affect and are impacted by: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| base-building structural systems and construction methods. | **15b** | | | | | | | | | | | | ■ | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| interior systems, construction, and installation methods. | **15c** | | | | | | | | | | | | ■ | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| detailing and specification of interior construction materials, products, and finishes. | **15d** | | | | | | | | | | | | ■ | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers). | **15e** | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| building controls systems. | **15f** | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| vertical and horizontal systems of transport and circulation such as stairs, ramps, elevators, or escalators. | **15g** | | | | | | | | | | | | ■ | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents. | **15h** | | | | | | | | | | | | ■ | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students are **able** to: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| read and interpret construction documents. | **15i** | | | | | | | | | | | | ■ | | | | | | | ■ | | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope. | **15j** | | | | | | | | | | | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.**

*Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.*

**Part 1: Analysis**

Essential to every designer is the ability to convey their design intentions to tradespeople who will manifest their design solution. Students in DEA are taught construction techniques / methodologies ranging in scale from millwork to building construction to prepare them for professional practice. With an emphasis on interior construction, our students learn how materials and finishes perform, how to meet building codes, how to join disparate materials, how to meet the needs of all end users including those with disabilities, and how to use evidence-based design to respond to the finite resources our planet provides. We value the study of the environment and the human condition, a symbiotic relationship that must be considered for any construction document: this duality is particularly exemplified in DEA 2020, DEA 4401 and DEA 5305.

**Part 2: Evidence**

**Student Learning Expectations**

a) Students have **awareness** of the environmental impact of construction.[1]

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Homeless Shelter; Camp Comstock |
| DEA 3306 | Generative Design Studio | Assignment 3; Example of course assignment |
| DEA 5305 | Health and Healing Studio | Ronald McDonald preliminary student research |

Student work demonstrates **understanding** that design solutions affect and are impacted by:

b) base-building structural systems and construction methods.[2]

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Homeless Shelter; Norrie Point; Knoll & Gunlock Showrooms |
| DEA 3030 | Materials for Design & Sustain. | Lecture 1: Intro; Lecture 4: Flooring; Lecture 7: Walls; Ecological Group Presentations |
| DEA 3050 | Construction Documentation | Student Presentations |
| DEA 4401 | Adaptive Reuse Studio | Adaptive Reuse Assessment; Architectural Building Model Analysis Schematic Design; Design Development; CDs |
| DEA 5305 | Health and Healing Studio | Ronald McDonald preliminary student research |

c) interior systems, construction, and installation methods.[3]

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Dog Trot; Homeless Shelter; Norrie Point; Knoll & Gunlocke Showrooms |
| DEA 3030 | Materials for Design & Sustain. | All Lectures; Exam |
| DEA 3050 | Construction Documentation | Final Construction Documents Set (student work) Syllabus |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet |

d) detailing and specification of interior construction materials, products, and finishes.[4]

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Dog Trot; Homeless Shelter; Norrie Point; Knoll & Gunlocke Showrooms |
| DEA 3030 | Materials for Design & Sustain. | All Lectures; Exam |
| DEA 3050 | Construction Documentation | Reflected Ceiling Plan, Finish Plan,Furniture Plan, Detail Drawings |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet; CDs |
| DEA 5305 | Health and Healing Studio | Aida Pui (slides 16-30), Project 2_Book |

e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).

| | | |
|---|---|---|
| DEA 3030 | Materials for Design & Sustain. | Lecture 4: Flooring; Lecture 7: Walls; Lecture 8: Ceilings Exam; Walking Tours |

**Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.**

*Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.*

| | | |
|---|---|---|
| DEA 3050 | Construction Documentation | Guest Practitioners Presentations |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet; CDs |

f) building controls systems.[5]

| | | |
|---|---|---|
| DEA 3030 | Materials for Design & Sustain. | Lecture 7: Walls; Lecture 8: Ceilings; Exam; Walking Tours |
| DEA 3050 | Construction Documentation | Guest Practitioners Presentations |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet; CDs |

g) vertical and horizontal systems of transport and circulation such as stairs, ramps, elevators, or escalators.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Dog Trot; Homeless Shelter; Norrie Point; Knoll & Gunlock Showrooms |
| DEA 3030 | Materials for Design & Sustain. | Lecture 4: Flooring; Lecture 7: Walls; Lecture 8: Ceilings Exam; Walking Tours |
| DEA 3050 | Construction Documentation | Existing Drawings Reading, Modeling & Drafting: student work, existing drawing |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet; CDs |

h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Dog Trot; Homeless Shelter; Norrie Point; Knoll & Gunlock Showrooms |
| DEA 3030 | Materials for Design & Sustain. | Lecture 7: Walls; Lecture 8: Ceilings; Exam |
| DEA 3050 | Construction Documentation | Human Ecology Building Renovation Proposal |
| DEA 4401 | Adaptive Reuse Studio | Schematic Design; Design Development; Final Booklet; CDs |

Students are **able** to:

i) read and interpret construction documents.[6]

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Dog Trot; Homeless Shelter; Norrie Point; Knoll & Gunlocke Showroom |
| DEA 3050 | Construction Documentation | Human Ecology Building Renovation Proposal |
| DEA 3301 | Design UX with Technology Studio | Prefab factory Construction Drawings |
| DEA 4401 | Adaptive Reuse Studio | Adaptive Reuse Assessment; Schematic Design; Design Development; CDs |

j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

| | | |
|---|---|---|
| DEA 3050 | Construction Documentation | Human Ecology Building Renovation Proposal |
| DEA 4401 | Adaptive Reuse Studio | Construction Documents |

# *STANDARD 16: Regulations and Guidelines*

**Curriculum Matrix - Cornell University, Human Centered Design**

| | First Year | | | | | Second Year | | | | | | | | | | | Third Year | | | | | | | | | | | | Fourth Year | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1050 Career Explorations | 1101 Visual Literacy & Design Studio | 1110 Making A Difference by Design | 1150 Design Graphics & Visualization | 1500/1501 Intro to Environmental Psych. | 2020 Intro to Sustainable Design | 2025 Impactful Graphics | 2040 High Performance Buildings | 2030 Design Portfolio & Communication | 2200 Art+Science: Sustainability, Multiculturalism | 2201 Magnifying Small Spaces Studio | 2203 StudioSHIFT | 2422 Making Green: Sustain. Product Design Studio | 2510 History of Design Futures | 2700 Healty Places; Design, Planning & Public Health | 2730 Human Centered Design Methods | 2750 Lighting Design: Light InForming Space | 3030 Materials for Design & Sustainability | 3050 Construction Documentation: CAD and BIM | 3055 Hospitality, Health & Design Industry | 3301 Design UX with Technology Studio | 3306 Generative Design Studio | 3308 Positive Design Studio | 3500 The Ambient Environment | 3510 Human Factors & Inclusive Design | 3530 Planning & Managing the Workplace | 3550 Research Methods in Human-Env. Relations | 3590 Problem-Seeking through Programming | 4040 Professional Practices and Ethics | 4220 Ecological Literacy & Design | 4230 Restaurant Charrette | 4401 Adaptive Reuse Studio | 4500 Policy Meets Design | 5210 Interaction Design Studio | 5304 Design Accountability | 5305 Health and Healing Studio | 5520 Virtual Experience in Designed Environments | 5540 Workplace Strategy Studio | 5560 Health Impact Assessment | 5700 Designing Age Friendly Environments |
| **Standard 16. Regulations and Guidelines. Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Learning Expectations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students have **awareness** of the origins and intent of laws, codes, and standards. **16a** | | | | | | | | | | | | ■ | | | | ■ | ■ | ■ | | | | | | | | | ■ | | | | | | | | | | | | ■ |
| Student work demonstrates **understanding** of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| standards and guidelines related to sustainability and wellness. **16b** | | | | | | ■ | | | | | | ■ | | | | | ■ | | | | | | | | | | | | | | | | | | | ■ | | | | |
| sector-specific regulations and guidelines related to construction, products, and materials. **16c** | | | | | | ■ | | | | | | ■ | | | | | ■ | | | | | | | | | | | | | | | | | | | ■ | | | | |
| detection such as active devices that alert occupants including smoke/heat and alarm systems. **16d** | | | | | | | | | | | | ■ | | | | | ■ | | ■ | | | | | | | | | | | | | ■ | | | | | | | | |
| compartmentalization such as fire separation and smoke containment. **16e** | | | | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | ■ | | | | | | | | |
| suppression such as devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc. **16f** | | | | | | | | | | | | ■ | | | | | ■ | | | | | | | | | | | | | | | ■ | | | | | | | | |
| Student work demonstrates the ability to **apply** federal, state/provincial, and local codes including: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| occupancy group and load calculations. **16g** | | | | | | | | | | | | | | | | | | | ■ | | ■ | | | | | | | | | | | ■ | | | | | ■ | | | |
| movement, travel distance, and means of egress. **16h** | | | | | | | | | | | | | | | | | | | ■ | | | | | | | | | | | | | ■ | | | | | ■ | | | |
| barrier-free and accessibility regulations and guidelines. **16i** | | | | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | ■ | | | | | ■ | ■ | | |

**Standard 16. Regulations and Guidelines. Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.**

*Intent: This standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.*

**Part 1: Analysis**

Just as buildings continue to fail, our students must continue to learn more effective ways to protect the end user and the environment. In DEA 2020, DEA 3030, and DEA 5305, our students are taught the IBC, LEED, WELL and health codes / systems, but they are also taught how to wield these systems to create innovative design solutions that go beyond the minimum of each. Integral to the ethos of our curriculum is the notion that these systems are not just requirements but opportunities for making the built environment even more safe and healthy for both end users and the planet.

**Part 2: Evidence**

**Student Learning Expectations**

a) Students have **awareness** of the origins and intent of laws, codes, and standards.[1]

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Lecture: Building Codes 101 |
| DEA 2750 | Lighting Design | Lectures; Architectural Lighting |
| DEA 3030 | Materials for Design & Sustain. | Lecture 1: Intro; Lecture 4: LEED & Flooring; Lecture 5: Carpet; Lecture 7: Walls; Lecture 8: Ceilings; Lecture 9: FF&E |
| DEA 3050 | Construction Documentation | Syllabus: Reading Assignment 1, Interior Construction & Detailing for Designers & Architects Chapter 19: Building Codes & Regulations |
| DEA 3590 | Problem-Seeking through Prog. | Exams & Student Projects |
| DEA 5700 | Designing Age Friendly Envir. | Lecture 5; Lecture 7; Assignment: AF Framework Synthesis; Guest Lecturers in Syllabi |

Student work demonstrates **understanding** of:

b) standards and guidelines related to sustainability and wellness.[2]

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | Student Projects; Exams |
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 5305 | Health and Healing Studio | WELL certification (lecture series by WELL Building Inst. in studio) |

c) sector-specific regulations and guidelines related to construction, products, and materials.[3]

| | | |
|---|---|---|
| DEA 2020 | Intro. to Sustainable Design | LEED; Research Assignment; Project Submissions |
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 2750 | Lighting Design | Lectures 1, 2, 3; Luminaire; Submissions; Architectural Lighting |
| DEA 5305 | Health and Healing Studio | Syllabus Fall 2021 rev5; Codes lecture;Codes Test |

d) detection such as active devices that alert occupants including smoke/heat and alarm systems.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 2750 | Lighting Design | Lecture(s); Assignment; RCP CD Overview; Architectural Lighting |
| DEA 3050 | Construction Documents | Syllabus, Reading Assignment 1, Interior Construction & Detailing for Designers & Architects Chapter 19: Building Codes & Regulations, Chapter 20: Means of Egress |
| DEA 4401 | Adaptive Reuse Studio | RCP Assignment; Construction Document Submissions |

e) compartmentalization such as fire separation and smoke containment.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Service Learning Projects (Camp Comstock); Furniture Showrooms |
| DEA 4401 | Adaptive Reuse Studio | Code Compliance Checklist; Floor Plans; Construction Documents |

**Standard 16. Regulations and Guidelines. Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.**

*Intent: This standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.*

f) suppression such as devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | Service Learning & Showroom Projects |
| DEA 2750 | Lighting Design | NCIDQ RCP Tutorial; Architectural Lighting |
| DEA 4401 | Adaptive Reuse Studio | RCPs DD; Construction Document Submissions |

Student work demonstrates the ability to **apply** federal, state/provincial, and local codes[4] including:

g) occupancy group and load calculations.

| | | |
|---|---|---|
| DEA 3301 | Design UX with Technology Studio | Modular Homes: Building Codes & Regulations; Student work |
| DEA 4401 | Adaptive Reuse Studio | Code Compliance Checklist; Schematic Design; Design Develop II |
| DEA 5305 | Health and Healing Studio | Lecture: Week 10 - Codes |

h) movement, travel distance, and means of egress.

| | | |
|---|---|---|
| DEA 3050 | Construction Documentation | Syllabus, Reading Assignment 1, Interior Construction & Detailing for Designers & Architects Chapter 19: Building Codes & Regulations, Chapter 20: Means of Egress |
| DEA 4401 | Adaptive Reuse Studio | Code Compliance Checklist; SDII; DDII |
| DEA 5305 | Health and Healing Studio | Ronald McDonald, Place of Wellness, Campus Accessibility, Cayuga Medical |

i) barrier-free and accessibility regulations and guidelines.

| | | |
|---|---|---|
| DEA 2203 | StudioSHIFT | ADA Bathroom Design Exercise (Fast Casual) |
| DEA 3050 | Construction Documentation | Syllabus: Reading Assignment 2 Interior Construction & Detailing for Designers & Architects Chapter 18: Barrier-Free Design |
| DEA 4401 | Adaptive Reuse Studio | Program Documents |
| DEA 5305 | Health and Healing Studio | Campus Accessibility |
| DEA 5520 | Virtual Experience in Designed Env. | Project 2: Smart Barrier Free Design Student work |

*1) Provide a brief description of the conclusions you have drawn about overall program quality.*

**Ways in which our students are especially prepared to enter professional practice as interior designers**

- Breadth and depth of curriculum. A liberal arts foundation in combination with both design arts and research training results in a humanistic approach to design, a respect for interdisciplinary collaboration, capability to generate and apply scholarly evidence to design decisions, and a commitment to social and global issues. This foundation supports deeply reflective practitioners capable of life-long learning.
- Systems View of design. Interior design is approached from a human-centered, systems view of design impact. We help our students understand design as a continuum of human experience rather than isolated disciplines.
- Design + Analysis. A true integration of analytical thinking with creative thinking. Core requirements ensure skill development and application in both areas. Students study cutting edge technical skills in digital design, BIM, design methods, and studio process, but are also required to take courses in environmental psychology, research methods and statistics.
- Real world projects. Through the many Living Learning Lab and Engaged Learning and Research projects, our students develop skills in working with real client groups across a wide range of project types. Whether the output is a constructed space or a strategic planning report, our students develop insight that translates directly into professional practice. Internships add to this real world experience. In a survey of two classes of seniors and sophomores we found that 100% had participated in 1 to 5 internships.
  (internship survey)
- Faculty excellence in scholarship and teaching. Faculty infuse curriculum with an approach that encourages the questioning of preconceived notions, an ability to frame the problem from multiple perspectives, and a respect for informed design. With the transition in practice to incorporate research as a tool for creating good design, many of our students are being hired because they know how to access and apply design research.
- Global Perspective. In addition to course content, DEA students now have four different exchange programs in support of interior design. They are located in international design programs in the Netherlands, Italy, Singapore and Hong Kong. These are reciprocal agreements, enabling foreign design students to study at Cornell and participate in tandem with DEA students in studios and class projects.
  https://www.human.cornell.edu/academics/offcampus/home
  https://www.human.cornell.edu/sites/default/files/HCD/DEA%20Study%20Abroad.pdf

Program strengths addressing CIDA Standards:

- Standard 1: Program identity and curriculum. Department goals are well-aligned with the college and university mission of developing critical and creative thinkers.
- Standard 2: Faculty and administration. Outstanding university and college support for educational resources; faculty support growth and change to meet demands of evolving higher education needs and goals of a transitioning design profession is without issue.
- Standard 3: Learning environment and resources. We are especially well-supported in this area.
- Standard 4: Global context. Sustainability is understood to be a broader concept than building methods or materials and should apply to the ecology of natural and social systems. Exchange programs, community outreach, and multiple courses enhance awareness of global needs.
- Standard 5: Collaboration. Team projects begin at the 1000 level and continue throughout the course sequence. Students are taught to value diverse skills and multidisciplinary teamwork.Standard 7: Human-centered design. Human-centered design concepts are embedded in all studio and supporting courses. It is an attitude in the program, not just a competency.
- Standard 8: Design process. Studios emphasize process over product, while supporting courses develop a broad understanding of how to customize the process to user groups and varying situations and with real client groups.
- Standard 9: Communications. DEA students are using both visual and verbal methods to create cohesive presentations and reports.

Areas that can be further strengthened:

- Advising and Mentoring. One challenge of a flexible curriculum is that it requires more advising than a program with a singular track. DEA has 70+ students, each of whom is expected to create and explore a career

track tailored to their unique talents and aspirations. We are considering alumni mentors to support students regarding career goals.

- Visibility. DEA is a small program. Our "Career Explorations" course is helpful in this regard, but more follow-up mentoring is needed. Cornell comes with a big presence but it takes constant work to maintain visibility in the profession and across campus to ensure opportunities for meaningful collaboration and celebration of accomplishments. HCD has recently hired a communications staff member to support our outreach efforts.
- Research space. Faculty need more large scale research space, and because our undergraduates often engage in research, this will impact their opportunities. The college is currently considering acquiring a large space on the perimeter of campus for our purposes.

2) *Provide a brief description of your plans for future program development.*

**Changes to curriculum/resources to improve gaps in the educational program identified through self-study and timing**

- Since our last review in 2016, we have added seven new faculty, each of which took responsibility for a core or thematic class and added a new course based on their area of expertise. This has enriched our offerings so extensively that we do not perceive any current gaps in course content.
- Additionally, with the new alliance with Fiber Science and Apparel Design, we have improved access to a new set of courses that will enhance our elective offerings. Our units (formerly DEA and FSAD) have been meeting together to develop co-taught courses, which will receive additional support from the college. Course proposals were put forward in Spring 2022 and, if accepted, might be in place by Spring 2023.
- One of our faculty members is considering taking the NCIDQ exam. This would bring the total number of interior design studio faculty to 75%. We might expect this to happen in Fall 2023.

**Changes in the program, institution, higher education, the profession, or society that may impact the program in the future**

- Multiple changes took place between 2019 and 2021 in the College of Human Ecology. The School of Public Policy was formed and incorporated into one of the CHE departments (Policy Administration and Management). The Department of Human Development was folded into the Department of Psychology. These had a minimal impact on our interior design students.
- As mentioned above, the Department of Design + Environmental Analysis and the Department of Fiber Science and Apparel Design were combined which positively impacted our resources. No other significant changes are expected.
- We plan to expand our links to Cornell Tech in NYC but, for the time being, this will only impact our graduate students.

**What is being done to address emerging issues, trends, or challenges**

- In response to an ever-evolving and transdisciplinary world, we purposely hired a design-diverse faculty. Their skills include interior design, graphic design, robotics, industrial design, wearable technology, and architecture.
- Regarding ethnic/racial diversity, when combining our faculty with that of FSAD we are one of the most diverse faculties in the university.

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Nooshin Ahmadi

Check one:
X___full-time ____adjunct ____part-time ____support
____other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | X☐ Yes ☐ No |
| Individual has completed a degree in interior design: | ☐ Yes ☐X No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes ☐X No |

If this individual is a full-time faculty member, please indicate:
0_____% of time spent in administration
100____% of time spent in teaching
0_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Master of Architecture/Texas A&M University

Positions held in academic institutions (title of position/rank, year and tenure):

Cornell University: Lecturer – University of Houston: Adjunct Assistant Professor – University of Idaho: Lecturer

Courses taught in the past two years:

DAE 1150: Design Graphics and Visualizations
DEA 2030: Digital Communications/Portfolio
DEA 3050: Construction documents/BIM
DEA 2020: Introduction to Sustainable Design
DEA 3590/6500: Problem seeking through programing
DEA 4040: Professional Practice

Positions held in design practice (firm name, title, and year):

Perkins + Will: Architect III
Smithgroup: Architect I
WHR Architects: Intern Architect
ADAK Consulting Co: Architect III
PaypaShahr Consulting Co: Intern Architect

Professional memberships and service:

National Council of Architecture Boards-Registered Architect

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Rhonda Gilmore

Check one:
X full-time ___adjunct ___part-time ___support
___other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | X Yes ☐ No |
| Individual has completed a degree in interior design: | X Yes ☐ No |
| Individual has passed the complete NCIDQ exam: | X Yes ☐ No |

If this individual is a full-time faculty member, please indicate: 100% teaching appointment since 1994
10 % of time spent in administration
90 % of time spent in teaching
_____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

| | | | |
|---|---|---|---|
| • Bachelor of Science | University of Cincinnati | Department of Design, Art, Architecture and Planning | 1982 |
| • Master of Art | Cornell University | Department of Design + Environmental Analysis | 1995 |
| • LEED AP | Accreditation Exam | 2013 | |

Positions held in academic institutions (title of position/rank, year and tenure):

| | | | |
|---|---|---|---|
| • Adjunct | Western Michigan University | 2 years | 1987 - 1989 |
| • Lecturer | Cornell University | 18 years | 1994 - 2012 |
| • Senior Lecturer | Cornell University | 10 years | 2012 |

Courses taught in the past two years:

| | | |
|---|---|---|
| • DEA 2203 | StudioSHIFT | Exhibit Design and Advocacy Studio |
| • DEA 2750 | Light In•Forming Space | Lighting Studio |
| • DEA 3030 | Sustainable Materials for Design | Introductory Materials Lecture Course |
| • DEA 4401 | Recycling the Built Environment | Adaptive Reuse Studio |
| • DEA 4230 | Design Without Reservations | Restaurant Charrette Studio |

Positions held in design practice (firm name, title, and year):

| | | |
|---|---|---|
| • John Ruetschle Associates : Dayton, OH | Intern | 1978 |
| • Herman Miller : Zeeland, MI | Intern | 1978, 1979, 1980, 1981 |

| | | |
|---|---|---|
| • Skidmore Owings & Merrill : Chicago, IL | Intern | 1980 |
| • DEGW : London | Intern | 1981 |
| • Herman Miller : Zeeland, MI | Design Associate | 1982 - 1983 |
| • Rhonda Gilmore Design Consultant | Principal<br>Kalamazoo, MI | 1983 - 1989 |

Significant publications, creative projects, and/or paper presentations (up to six items):

| | | |
|---|---|---|
| • "Life Cycle Cost Analysis" | Book Chapter | Interior Design Graphic Standards |
| • LightLab | Installation | Coordinated design and construction of lighting lab in DEA |
| • Design Generation[s] | Founder | Cornell Summer College high school design immersion studio |
| • PURSUIT | Academic Coordinator | annual DEA recruitment fair |
| • Study Lounge | Academic Leader | led a group of 6 DEA students in the design / construction of a College-wide study lounge |
| • Faculty Design Consultant | MVR Hall | member of team working on renovation of 1933 building |

Awards, recognitions, grants, competitions:

| | | | |
|---|---|---|---|
| • Merrill Presidential Scholars | Faculty Awardee | 3 Cornell Merrill Presidential Scholars | 2009, 2014, 2018 |
| • SOURCE Lighting Competition | 2 students | National Award Winners | 2019 |
| • Engaged Cornell | Grants | Service-Learning Projects | 2004, 2011, 2017 |
| • Weiss Teaching Fellowoman | Awardee | University Teaching Award | 2018 |
| • SUNY Chancellor's Award | Awardee | For Excellence in Teaching | 2021 |

Professional memberships and service:

| | | |
|---|---|---|
| • Historic Preservation Planning Alumni | Cornell University member | 1996 - 2022 |
| • National Trust for Historic Preservation | member | 1988 - 2022 |
| • National Council for Preservation Education | member | 2002 - 2022 |

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

| | |
|---|---|
| • Teachers of Lighting (by invitation) | Cooper Lighting, Peachtree, GA |
| • LightFair | Philadelphia, PA, NYC |
| • Material Health: Design Frontiers | Parsons Healthy Materials Lab, NYC |
| • Cornell Diversity & Inclusion Seminar | Ithaca, NY |
| • National Trust for Historic Preservation | various cities… |
| • Adaptive Reuse : Historic Preservation | Harvard Executive Education Seminar |

## Faculty Data Form

Name: Mardelle Shepley

Check one:
____X full-time ____adjunct ____part-time ____support
____other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐X Yes ☐ No |
| Individual has completed a degree in interior design: | ☐ Yes ☐ XNo |
| Individual has passed the complete NCIDQ exam: | ☐ Yes ☐ XNo |

If this individual is a full-time faculty member, please indicate:
30% of time spent in administration
30% of time spent in teaching
40% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

- Doctor of Architecture, University of Michigan, 1981
- Master of Arts in Psychology, University of Michigan, 1979
- Master of Architecture, Columbia University, 1974
- Bachelor of Arts, Columbia University, 1971
-

Positions held in academic institutions (title of position/rank, year and tenure):
Cornell University:

- Professor, Design & Environmental Analysis, 2014-present
- Director, 2020- present; Associate Director, 2015-2020; Cornell Institute for Healthy Futures

Texas A&M University:

- Director, Center for Health Systems & Design, 2005–2014; Interim Director, 2004–05; Asso Director, 1994–2004
- Interim Head, Department of Architecture, 2005–06
- Associate Dean of Student Services, College of Architecture, 2001–05
- Professor, 2003–2015
- Associate Professor, 1997–2003
- Assistant Professor, 1993–1997

Courses taught in the past two years:
DEA 1200 ART+Science
DEA/HADM 3055/6055 Health Hospitality and Design
DEA 5304 Design Accountability
DEA 5305 Health and Healing Studio

Positions held in design practice (firm name, title, and year):

- Art + Science, 2006–present (research consultant)
- Shepley Bulfinch, Boston (Director of Research), 2006-2016
- The Design Partnership, Associate, San Francisco, 1984–93
- Tai Associates, Associate, San Francisco, 1981–84
- Ministry of Planning, Urban Planner, Republic of Panama, 1975–77
- Private Practice, 1974–93, 2000-2006
- Department of City Planning, Urban Planner, New York, 1972–74
- Charles Luckman Associates, Intern, New York, 1971

Significant publications, creative projects, and/or paper presentations (up to six items):

Shepley, M. & Pasha, S. (2017). *Design for Mental and Behavioral Health Facilities*. London/New York: Arch. Press.
Shepley, M. (2014). *Design for Pediatric and Neonatal Critical Care*. London/New York: Routledge/Arch. Press.
Shepley, M. (2010). *Health Facility Evaluation for Design Practitioners*. Myersville, MD: Asclepion Publishing.
Hamilton, D. & Shepley, M. (2009). *Design for Critical Care: An Evidence-based Approach.* New York: Arch. Press
Harris, D., Joseph, A., Becker, F., Hamilton, D., Shepley, M., & Zimring, C. (2008). *A Practitioner's Guide to Evidence-based Design.* Concord, CA: CHD.
Shepley, M., Fournier, M.A., & McDougal, K. (1998). *Healthcare Environments for Children & Their Families*. Dubuque, IA: Kendall Hunt.

Awards, recognitions, grants, competitions:

- WELL AP, LEED AP, ACHA, AIA designations
- Fellow in the American Institute of Architects, 2011-present
- Fellow in the American College of Healthcare Architects, 2011-present
- International WELL Building Institute Community Advisor Award, 2020.
- Changemaker Award, 2017. The Center for Health Design at Healthcare Design
- Inducted into Tau Sigma Delta, 2010.
- Physical and Developmental Environment of the High-Risk Infant, Award for Leadership, 2009.
- Texas A&M Association of Former Students Extraordinary Women Faculty, 2009.
- Dean's Award for Exemplary Service, 2008.
- PI, Mental and Behavioral Facility Evaluation Tool, Academy of Architecture for Health, $25,000, 2015-2017
- Co-investigator, Developing a Standard for High Performance Buildings, Qatar Foundation, $620,000, 2013-2015
- Co-investigator, Coalition on Health Environments Research, $30,000, 2004
- Texas A&M Univ honored as "one of Texas A&M's outstanding faculty members," 2001.
- Texas A&M Univ Master of Architecture "Faculty Member Who Made the Most Significant Contribution," 2001.

Professional memberships and service:

- Interior Design Educators Council (IDEC), 2017-present
- Tau Sigma Delta, Honor Society in Architecture and Allied Arts, 2009-present
- American Institute of Architects (AIA), 2000–present
- American College of Healthcare Architects (ACHA), 2000–present
- New York Chapter, American Institute of Architects, 2014-present
- Texas Society of Architects, 2000–2014
- Houston Chapter, American Institute of Architects, 2000–2014
- Environmental Design Research Association (EDRA), Oklahoma City, 1993–present
- Association for the Care of Children's Health, Washington, DC, 1988–2000
- National Association of Women's Health Professionals, 1989–91
- Organization of Women Architects (OWA), San Francisco, 1981–84
- La Junta Técnica de Ingeniería y Arquitectura, Panamá, 1974–78
- Women in Architecture, New York, 1971–74

Professional development (meetings/conferences attended, continuing education courses, etc., in the last 5 years):

Speaker, "Patient Evaluation of Mental and Behavioral Health Facilities," Healthcare Design 2021, Cleveland, OH
Panelist, "Not All Evidence is Created Equal," Healthcare Design 2021, Cleveland, OH
Speaker, "Gun Violence and Greenspace," Healthcare Design 2021, Cleveland, OH
Panelist, "Reimagining Neonatal Intensive Care," Conference for Excellence in Healthcare Design, July 2021.
Speaker, Couplet Care, Physical and Developmental Environment of the High-Risk Infant,, March 2021
Moderator, "Developmental Care," Physical and Developmental Environment of the High-Risk Infant,, Clearwater Beach, FL., March, 2020.
Speaker, "Reducing Security Risks: How Visibility Enhances Security in Community Hospitals' Emergency Departments," Healthcare Design, New Orleans, LA, November, 2019
Speaker "Design for Mental and Behavioral Health," European Healthcare Design, London, UK, June, 2019
Speaker, "Design for Mental and Behavioral Health," American College of Preventive Medicine, May, 2019.
Speaker, "Parks and Violent Crime," Environmental Design Research Association, Brooklyn, NY, May 2019.
Speaker (bookinar), President's Council of Cornell Women, December, 2018.
Shepley, M. M. & Sachs, N. A. (2019, March X). Therapeutic architecture: Mental & behavioral health facilities. PDC Summit 2019, Phoenix, AZ.
Speaker, "Design of Mental & Behavioral Health Facilities," AIA Architecture for Justice, November, 2018.
Speaker, "Design for Mental and Behavioral Health," AIA Annual Conference, New York, NY, June 2018.
Speaker, "To See is to Attend: Improving Communication in the ED," Healthcare Design, Phoenix, AZ, Nov 2018.
Speaker, "Mental Health Design: Lost in Space," Physical and Developmental Environment of the High-Risk Infant,, Clearwater, FL, April, 2018.
Speaker, "Design of Mental & Behavioral Health Facilities," Architecture for Justice, Jersey City, NJ, November 2018.
Speaker, "Environments for Mental & Behavioral Health," Healthcare Design, Orlando, FL November, 2017
Speaker, "Mental & Behavioral Health Environments: Critical Considerations for Facility Design," Healthcare Design, Orlando, FL, November 2017
Speaker, Mental & Behavioral Health Research, Vienna, Austria, July 2017
Speaker, "Art and Science of Healthcare Design, Physical and Developmental Environment of the High-Risk Infant, Clearwater, FL, March 2017

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: So-Yeon Yoon

Check one:
✓ full-time ___ adjunct ___ part-time ___ support
___ other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☑ Yes ☐ No |
| Individual has completed a degree in interior design: | ☑ Yes ☐ No |
| Individual has passed the complete NCIDQ exam: | ☑ Yes ☐ No |

If this individual is a full-time faculty member, please indicate:
10 % of time spent in administration
45 % of time spent in teaching
45 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):
2004, Doctor of Philosophy Information Science and Technology, University of Missouri
1998, Master of Arts Design with Digital Media in Environmental Design, University of Missouri
1995, Master of Human Ecology/Interior Design, Busan National University, South Korea
1993, Bachelor of Human Ecology/Interior Design, Busan National University, South Korea

Positions held in academic institutions (title of position/rank, year and tenure):
2018-present, Cornell University, Associate Professor with tenure, Design & Environmental Analysis.
2013-2017, Cornell University, Associate Professor, Design & Environmental Analysis, Tenure Track.
2012, Univ. of Missouri-Columbia, Associate Professor with Tenure, Department of Architectural Design.
2005-2011, Univ. of Missouri-Columbia, Assistant Professor, Department of Architectural Design. Tenure Track.
2001-2004, Univ. of Missouri-Columbia, Resident Assistant Professor, Department of Environmental Design.
1998-2000, Univ. of Ulsan, South Korea, Visiting Professor, Department of Information Design.

Courses taught in the past two years:
Spring: 1050 Career Explorations, 1150 Design Graphics & Visualization Studio, 4010 Empirical Research
Fall: Design User Experience Studio, 4000 Directed Readings, 4010 Empirical Research, 4020 Supervised Fieldwork, 4990 Senior honors Thesis, 5520 Virtual Experience of Designed Environments

Positions held in design practice (firm name, title, and year):
DUX design consulting, Ltd. Ithaca, NY, Interior Designer, 2014-present
Chinn & Associates, Inc., Architects (Columbia, Missouri), Interior Designer, 1997-1998
Hae-In Environmental Design (Busan, South Korea), Interior Designer, 1994

Significant publications, creative projects, and/or paper presentations (up to six items):
Rossetti, R., Yoon, S.-Y., & Daziano, R. (2021). Social Distancing and Store Choice in terms of a pandemic. *Journal Retailing & Consumer Services.* 65

Nehme, B., Irribarra, D., Cumsille, P., & Yoon, S.-Y. (2021). Waiting Room Physical Environment and Outpatient Experience: The Spatial User Experience Model as Analytical Tool. *Journal of Interior Design*. 46(4), 27–48

Nehme, B., Rodríguez, E., & Yoon, S.-Y. (2020). Spatial User Experience: A Multidisciplinary Approach to Assessing Physical Settings. *Journal of Interior Design.* 45(3). pp. 7-25

Jang, J., Baek, E., Choo, H., & Yoon, S.-Y. (2018). Store Design: Visual Complexity and Consumer Responses, *International Journal of Design*. 12(2). pp105-118

Alawadhi, A. & Yoon, S.-Y. (2016). Shopping behavioral intentions contributed by store layout and perceived

crowding: an exploratory study using computer walk-through simulation. 41(4), *Journal of Interior Design*. pp. 29-46.

Yoon, S.-Y., Choi, Y. & Oh, H. (2015). User attributes in processing 3D VR-enabled showroom: gender, visual cognitive styles, and the sense of presence. *International Journal of Human Computer Studies*. 82. pp. 1-10.

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Awards, recognitions, grants, competitions:

Selected Awards

EDRA CORE (Certificate of Research Excellence) award. (2018)
Best Paper Award, Design Computing and Cognition Conference. (2018)
Best Research Paper Award, Smart Tourism Congress CETT. (2016).
IDEC Innovative Teaching Ideas 2015, *Group Problem-Solving with Active Learning: A Holistic User-Experience Approach.*
International Interior Design Association (IIDA) the Educator of the Year Award 2014.
ASID Transform Grant, *3C Design: Tools for designing connected, collaborative and creative workplaces* 2014.
Design Communication Association Drawing Exhibition, Juror Award. 2014.

Selected Grants

Active transportation and the emotion-stress-health link: virtual reality for assessing perceptual responses by pedestrians and bicyclists to the built environment. Center for Transportation, Environment, and Community Health (CTECH), US Dept. of Transportation, Co-PI, $80,000 (2019- 2022)
Collaborative Research: Human-Machine Collaboration for Design Space Exploration. NSF Engineering Design and System Engineering (EDSE). Co-PI, $372,022 (2019- 2022)
RAPID Choices under Short-Term Threats and Behavioral Response to Social Distancing in the COVID-19 Pandemic. NSF Social and Economic Sciences (SES). Co-PI, $102,708 (2020-2021)
Understanding the impacts of workplace intervention with the WELL Building Standard on employee experience moderated by perceived control and organizational support: A longitudinal study, ASID. PI, $2,524 (2019- 2020)
3C Design: Tools for Designing Connected, Collaborative, and Creative Workplace, Transformation Grant Program, The American Society of Interior Designers (ASID) Foundation, PI. $55,480 (2014- 2017)

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Professional memberships and service:

| Memberships: | Services: |
|---|---|
| Interior Design Educators Council (IDEC) | President (2018-2020), member, DCA (Design Communication Association) |
| American Society of Interior Designers (ASID) | |
| Environmental Design Research Association (EDRA) | Director, Undergraduate Studies of Design+Environmental Analysis Program, Human-Centered Design |
| Design Communication Association (DCA) | Director, Design for User Experience with Technology (DUET) Lab |
| Korean Society for Emotion and Sensibility | Journal manuscript reviewer--- Journal of Interior Design, Behavior & Information Technology, Displays, Sensors, Ergonomics, Color Research, etc. |

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Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Interior Design Educators Council Conference (IDEC), March 1-4. New York/Virtual, 2022
Environmental Design Research Association Conference (EDRA), May 19-23, Detroit & Virtual, 2021
IDEC 2021, Atlanta/Virtual, Oct. 21-24. 2021
International Association People-Environment Studies Conference (IAPS), (virtual) Quebec City, Canada, June 21-26, 2020 | IDEC 2020, Tulsa, OK, March 4-7. 2020 | IASDR 2019, England, Sept. 4. 2019 | EDRA 50, Brooklyn, NY. May 24. 2019 | Design Communication Association Conference (DCA), Ithaca, NY. Oct. 10. 2018 | Design Computing and Cognition 18, Milan, Italy. July 2-3. 2018 | IDEC 2018, Boston, MA. March 7-10. 2018 | EDRA 47, Madison, WI. May 31-June 3. 2017 | IDEC Annual Conf., Chicago, IL. March 8-12. 2017

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Leighton Beaman  x full-time  Check one: ___adjunct ___part-time ___support ___other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐ Yes ☒ No |
| Individual has completed a degree in interior design: | ☐ Yes ☒ No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes ☒ No |

If this individual is a full-time faculty member, please indicate:
0 % of time spent in administration
50 % of time spent in teaching
50 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

**Harvard University**, Graduate School of Design, Cambridge, MA
Master of Architecture, 2003
**North Carolina State University,** College of Design, Raleigh, NC
Bachelor of Architecture, 1999
**North Carolina State University,** College of Design, Raleigh, NC
Bachelor of Environmental Design in Architecture, 1998

Positions held in academic institutions (title of position/rank, year and tenure):

Cornell University, College of Human Ecology, Ithaca, NY
Associate Professor of Practice, 2021 - present
University of Virginia, School of Architecture, Charlottesville, VA
Assistant Professor in Architecture, 2017 – 2020
Associate Director, Open Systems Lab
General Faculty Council
Smart Environments Research Group
Rhode Island School of Design, Division of Architecture + Design, Providence, RI
Visiting Critic, 2013 – 2017
Bio + Tech Research Group
Contemplative Studies Initiative, Brown University
Co-Works Faculty Pilot Program
University of Texas in Austin, School of Architecture, Austin, TX
Assistant Professor of Architecture, 2007 – 2010 + 2012
Fellow, Center for Sustainable Development
Faculty Editor, Issue
Lectures & Exhibitions Curator
Curriculum + Studio Coordinator
University of Virginia, School of Architecture, Charlottesville, VA
Virginia Teaching Fellow in Architecture, 2010 – 2012
Harvard University, Graduate School of Design, Cambridge, MA
Principal Drawing + Digital Media Instructor, Career Discovery Program, 2005 – 2008

## Faculty Data Form

Courses taught in the past two years:
Material Logic | 2021 : Cornell University, College of Agriculture and Life Sciences | Ithaca, NY
Bifurcated Practice | 2020 : Hanyang University, School of Architecture, | Seoul, South Korea
Not For Profit | 2020 : American Institute of Architects, Foresight Conference, Richmond, VA
Playing Well with Others | 2019 : Alumni Lecture Series | University of Virginia, Charlottesville, VA
Artefacts for Humans | 2019 : New York University, New York, NY

Positions held in design practice (firm name, title, and year):

Alterior Office, Ithaca, NY : Co-Founder + Principal, 2019 – present
Design + Research Studio : General Architecture Collaborative, Syracuse, NY + Kigali, Rwanda
Co-Founder + Design Principal, 2010 – present : International Design Non-profit Organization
Beta-field, Cambridge, MA : Founder + Principal, 2008 – 2019
Research + Design Studio : Rhode Island School of Design, Providence, RI
Design Consultant, 2015 – 2016 : Office of Metropolitan Architecture, New York, NY
Design Consultant, 2006 : Perry Dean Rogers, Boston, MA
Design Consultant, 2006 : Hashim Sarkis Architecture + Urban Design, Cambridge, MA + Beirut, Lebanon
Project Designer + Manager, 2005 – 2006 : Studio Luz, Boston, MA
Project Manager, Project Designer, Fabrication + Graphic Designer, 2002 – 2005 Harvard University, Graduate School of Design, Exhibitions + Publications , Cambridge, MA Project Manager, Exhibition Designer + Fabrication, 2003 – 2004
New York University + American University in Greece, Samothrace, Greece
Researcher in Architectural History + Building Technology, 2002
Frank Harmon Architect, Raleigh, NC : Project Manager, Project Designer, Fabrication + Graphic Designer, 1999 – 2001

Significant publications, creative projects, and/or paper presentations (up to six items):

Building Together | NYCxDESIGN, New York, NY, 2021
Exhibition + Lecture
Playing Well with Others | Seoul Biennale, Seoul, South Korea, 2019
Exhibition + Film | General Architecture Collaborative (+ Alex MacInnis)
Pliant Bodies | University of Virginia, Charlottesville, VA, 2019
Installation + Exhibition | Alterior Office + UVa

Awards, recognitions, grants, competitions:

Architect's Newspaper | Small Practice of the Year (Northeast), 2021
General Architecture Collaborative
Architizer | A+ Awards Winner, 2021
Masoro Health Center | General Architecture Collaborative
Society of American Registered Architects, New York (SARANY) | Honor Award, 2021
Masoro Health Center | General Architecture Collaborative
Metropolis Magazine | Game Changer, 2020
General Architecture Collaborative
American Institute of Architects (AIA), Virginia | Honor Award, 2020
Masoro Health Center | General Architecture Collaborative
Architecture Master Prize | Honorable Mention, 2020
Masoro Health Center | General Architecture Collaborative
Dezeen, Design Award | Longlist, 2020
Masoro Health Center | General Architecture Collaborative
Autodesk Research Residency 2020 -2023
Material Assemblies | General Architecture Collaborative.
American Academy in Rome, Visiting Artist Residency, 2018 – 2019
Material Affects
American Institute of Architects (AIA), Washington DC | Merit Award, 2017

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: John Jack Elliott  x full-time  Check one: ___adjunct ___part-time ___support ___other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐ Yes ☒ No |
| Individual has completed a degree in interior design: | ☐ Yes ☒ No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes ☒ No |

If this individual is a full-time faculty member, please indicate:
0 % of time spent in administration
50 % of time spent in teaching
50 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

2001 LEED-accredited Professional, U.S. Green Building Council, Ithaca, NY.
1993 Master of Environmental Design (Architecture). University of Calgary. Calgary, AB.
1991 Master of Environmental Design (Industrial Design). University of Calgary, Calgary, AB.
1979 Post-graduate studies (Industrial Design). University of Alberta, Edmonton, AB.
1978 Bachelor of Science. (Physics, minor in sculpture). University of Alberta, Edmonton, AB.

Positions held in academic institutions (title of position/rank, year and tenure):

2005 - 2022 Associate professor, Interior Design, Department of Design & Environmental Analysis, Cornell University.
2007 – 2010, 2020-2022 Director of Graduate Studies, Department of Design & Environmental Analysis, Cornell University.
1998 - 2005 Assistant professor, Interior Design, Department of Design & Environmental Analysis, Cornell University.
1995 - 1998 Assistant professor, Industrial Design, College of Architecture, Georgia Institute of Technology.
1996 2015 Architect, Elliott + Morin Architects. Ithaca, NY.
1995 Design architect. Surber & Barber. Atlanta, GA.
1994 Design architect. TVS&A. Atlanta, GA.
1991 Design architect. Gibbs Gage Architects. Calgary, AB.
1990, 1988, 1986. Intern architect. Dale M Taylor. Calgary, AB.
1989 Design architect. Graham McCourt Architects. Calgary, AB,
1988 Intern architect. I.B.I. Calgary, AB.
1983- 1984 Industrial designer. Canadian Foremost. Calgary, AB.
1982 Model technician. Alberta Industrial Models. Calgary, AB

Courses taught in the past two years:

1998 2021 DEA 1101/ VISST 1101 Design Studio I
2000 - 2022 DEA 4220/Arch 4610 Ecological Literacy and Design
2000 - 2022 DEA 4010 Special Topics, sustainable design research.
2020 - Cornell Continuing Education (Cuba Vista) DEA 4225 The Photo Essay: studio and field trips

Significant publications, creative projects, and/or paper presentations (up to six items):

2019 Cheng, W., Elliott J., Hover, K., "High-Volume Carbon Sequestration for Controlled Low- Strength Materials", Materials Journal of the American Concrete Institute. vol.116, no. 4, 18-343.
2018 Elliott, J., "The Art of Discovery: Contemporary Root Woodworking in China", SUNY Press, under review for publication.
2016 Elliott, J. "Triakonta25-WBC (Wingback Chair)", On the Edge of Your Seat: Chairs for the 21st Century, Schiffer Publishing, Atglen PA, pp. 138-141.
2015 Elliott, J. "Triakonta BB100: Dynamic Systemization Meets Big Bamboo", Proceedings of the inaugural AIA/ACSA Intersections Symposium, Intersections Between the Academy and Practice: Applied Research in Architecture Education That Advances Practice. May 13, Atlanta, GA.
2013 "Jack Elliott speaks about Samothracae", Memorial Art Gallery Audio Files, iTunes podcast: https://itunes.apple.com/us/podcast/memorial-artgallery-audio/id283512968.

Awards, recognitions, grants, competitions:

2019 Herdle Award, 66th Rochester - Finger Lakes Exhibition, Memorial Art Gallery, Rochester, NY.
2017 New York Foundation of the Arts Fellowship.
2014 Leon Andrus Award, Art Exhibition, Adkins Arboretum, Ridgely, MD. 2013 Award of Excellence, 64th Rochester - Finger Lakes Exhibition, Memorial Art Gallery, Rochester, NY.
2013 Engaged Learning + Research Faculty Fellowship, Cornell University. 2013 Atkinson Center for Sustainable Futures Faculty Fellowship, Cornell University.
2012 Recipient of the Merrill Presidential Scholars Mentor Award, Cornell University.
2011 Kaplan Family Distinguished Faculty Fellows in Service-Learning Award, Cornell University.
2007 Honorable mention, Environmental Design and Construction Magazine's Excellence in Design Award: Single-Family Residential Home Category
for the Elliott + Morin residence.
2003 winner, AIA Architectural Photography Competition
2000 Interior Design Educators Council Design Award
1998 Human Ecology Start Award, Cornell University
1997 Best Paper, IDSA Educators Conference, Washington, D.C.
1997 Outstanding Teacher Award, Georgia Institute of Technology.
1996 Order of Omega Award, Georgia Institute of Technology.
1994 AIA School Gold Medal for Architecture.
1993 Graduate Assistantship for Research, thesis (architecture).
1992 Gold Medal for Master's Degree Project (I.D.), runner-up.

Professional memberships and service:

2014 Invited reviewer for Journal of Green Building, "Assessing the Link between Public Opinion and Social Sustainability in Building and Infrastructure Projects", December 7, 2014.
2010 Invited participant in the IFI Americas Regional Think Tank, NYC September 11, 2010.
2003 Conducted a FIDER "Meeting the Challenge" workshop on "Meeting the Environmental Challenge: Making a Difference by Design", San Diego, March 26.
1996 Co-organizer of the IDSA Southern Design Conference, the "Olympic Spirit in Design", held at Georgia Tech May 3-5.
1993-1996 member of the Environment Committees of both the Atlanta and the Georgia chapter of the AIA.

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: **Keith Evan Green, RA, PhD**

Check one:
X full-time ___adjunct ___part-time ___support
___other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | X Yes ☐ No |
| Individual has completed a degree in interior design: | ☐ Yes X No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes X No |

If this individual is a full-time faculty member, please indicate:
15 % of time spent in administration
35 % of time spent in teaching
50 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

1998 **Ph.D. in Architecture, University of Pennsylvania**
*advisors:* Marco Frascari, David Leatherbarrow, Joseph Rykwert, and Wendy Steiner
*thesis topic:* Interactive environments and human-environment interactions within them.

1993 **M.S. in Architecture, University of Pennsylvania**

1990 **M. Arch., University of Illinois at Chicago** | Director Stanley Tigerman

1985 **B.A. with Honors in Psychology, Minor in English, University of Pennsylvania**
*honors:* Member of PSI CHI, the National Honor Society in Psychology

Positions held in academic institutions (title of position/rank, year and tenure):

since 2016 **Cornell University** (Ithaca, New York, USA)
*home* • **Professor, *Design + Environmental Analysis* (DEA)**
*joint* • **Professor, *Sibley School of Mechanical and Aerospace Engineering* (MAE)(Robotics)(HRI)**
*grad. field* • **Professor in the Graduate Field, *Information Science* (IS)**

1999-2016 **Clemson University** (Clemson, South Carolina, USA)
*home* • **Professor and the *Homer and Leola Mickel Endowed Chair* in the School of Architecture**
*joint* • **Professor, *Holcombe Department of Electrical & Computer Engineering***

1994-99 **University of Auckland / New Zealand**
• **Lecturer in Architecture** (British Lecturer ≈ USA Assistant Professor); **Tenured (1997).**

Courses taught in the past two years:

**DEA 6210 Architectural Robotics**
**DEA 2730 Human-Centered Design Methods**
**DEA 5210 Interaction Design**

Positions held in design practice (firm name, title, and year):

**Anshen + Allen Architects** (San Francisco) 1986
**HSW Architects** (Chicago) 1989
**Ken Ruppard Architects** (Seattle) 1990
**NBBJ Architects** (Seattle) 1992

## Faculty Data Form

Significant publications, creative projects, and/or paper presentations (up to six items):

1. Green, Keith Evan. 2016. ***Architectural Robotics: Ecosystems of Bits, Bytes and Biology***. Cambridge, MA: MIT Press. https://mitpress.mit.edu/books/architectural-robotics
2. Green, Keith Evan. 2011. ***Gio Ponti and Carlo Mollino***. Trans. Y. Kishimoto. Tokyo: Kajima Press – and original publication in English -- New York: Edwin Mellen Press.
3. BEST DEMO PAPER AWARD, IDC'20: **growbot** [demo video; paper download].
4. BEST PAPER AWARD, DIS'18: **LIT ROOM** [paper; video]; The LIT ROOM (NSF IIS-1352992) was featured in the *Huffington Post*.
5. Green, K. E. [Accepted]. **Robots in the Room, Robots Are the Room: The Future of Robotics, Architectural Design, and Domestic Routine.** Book Chapter. In *The Routledge Companion to Ecological Design Thinking: Healthful Ecotopian Visions for Architecture and Urbanism*. Routledge.
6. My design research was the topic of continuing education for architects in ***Architectural Record***.

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Awards, recognitions, grants, competitions:

Home+, An Intelligent and Interoperable Suite of Robotic Furnishings, Learning and Evolving with Their Users **$606,218 (#IIS-1703267; 2016-21 including $13,000 REU in 2019) National Science Foundation |** *Smart and Connected Health* **Keith Evan Green (PI, 34% share)**

The LIT ROOM - A Networked Suite of Architectural-Robotic Artifacts Embedded in the Library for Advancing Literacy in Children **$199,950 (#IIS-1352992; 2013-15) National Science Foundation |** *Human-Centered Computing* **Keith Evan Green (PI, 40% share)**

The Animated Work Environment [AWE] **$400,000 (#IIS-0534423; 2005-09) National Science Foundation |** *Human-Centered Computing* **Keith Evan Green (PI, 34% share)**

## *Design Awards by Jury-Review*

Green, K. E. and Houayek, H. 2008. ***An Animated Work Environment for Architects of the Info-World*** **for the "DI Designers' Workstation" International Competition.** A physical, robot-enabled workstation for the designers of an increasingly digital world.

- *award:* Competition Winner – Third Prize in Professional Category (and only USA winner)
- *exhibition:* Featured at "The Oporto Show" Trade Fair of Design, Interiors and Architecture, Portugal.

Green, K. E., Brand, D. and *Architectus*. 1997-99. ***Viaduct Basin, an Urban Waterfront Design for the America's Cup*****, Auckland, New Zealand.**

- *award:* International competition first-prize and contract for the work (completed).
- *award: New Zealand Institute of Architects/Auckland Award for Architecture* (2000).

Green, K. E. as Lead Project Designer at NBBJ. 1991. ***Eddie Bauer Prototype Retail Store Prototypes***.

- *award:* Competition-winning design and contract for the work.

Green, K. E. 1989. ***The Life Cycle House*** (design project) • *Permanent collection, Art Institute of Chicago*

- *award:* The Schiff Prize in Architecture, the Art Institute of Chicago. First Prize ($8000)
- *award: The O'Donnell Wicklund, Pigozzi & Peterson Prize* "for Outstanding Project Design."

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Professional memberships and service:
**Registered Architect (South Carolina** #6610 – active;
**Washington** #6036 – currently frozen)
**Senior Member, IEEE** (*Institute of Electrical and Electronics Engineers*) #90609014 (9% are Senior)
**Member, ACM-SIGCHI** (HCI, *Association for Computing Machinery*) # 9050700

## *Professional Service*

**Editorial Board** **Adaptive Environments** Book Series, Springer Publishing

**Editor** **SPOOL** (peer reviewed journal of architecture and design), **v7 issue3**. Ed.s. Margherita Pillan, Henriette Bier, Keith Green, and Milica Pavlovic. 2020. Issue dedicated to "Situated and Performative Architecture: Emerging Forms of Human-Machine Interaction." ISSN 2215-0897; E-ISSN 2215-0900; OPEN ACCESS.

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Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):
***co-convened as organizer:***
**Co-Convener** • Adaptive Environments Symposium 2021, Politecnico di Milano, September 9-10, 2021
"Utopia after the Human," Leverhulme Trust International Symposium, Cornell, April 11-12, 2017.

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Ying Hua

Check one:
X full-time ____adjunct ____part-time ____support
____other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐ Yes X☐ No |
| Individual has completed a degree in interior design: | ☐ Yes X☐ No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes X☐ No |

If this individual is a full-time faculty member, please indicate:
50 % of time spent in administration
25 % of time spent in teaching
25 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Doctor of Philosophy, School of Architecture, Carnegie Mellon University, 2007.
Master of Engineering in Building Science & Technology, Department of Architecture, Zhejiang University, 2001.
Bachelor of Architecture, Department of Architecture, Zhejiang University, 1998.

Positions held in academic institutions (title of position/rank, year and tenure):

Associate Professor, tenured, Department of Human Centered Design, College of Human Ecology, Cornell University (July 2015 – present)
Director, Cornell China Center (April 2018 – present)
Assistant Professor, Department of Design and Environmental Analysis, College of Human Ecology, Cornell University (July 2007 – June 2015)

Courses taught in the past two years:

DEA5540 Workplace Strategy Studio

Significant publications, creative projects, and/or paper presentations (up to six items):

Tagliaro, C. & Hua, Y. (2022). Decision-making theory: How a multiple perspective approach can generate workplace strategies. In Daniivska, V. & Appel-Meulenbroek, R. (Eds.) A Handbook of Management Theories and Models for Office Environments and Services. Routledge. 85-99.

Hua, Y. (2018). Topics for human factors and ergonomics research and interventions in future workplace. Journal of Ergonomics. Vol. 8, Issue 2. 1-2.

Nishida, Y., Hua, Y., & Okamoto, N. (2016). Alternative building emission reduction measure: Outcomes from Tokyo Cap-and-Trade Program. Building Research & Information.Vol. 44, Issue 5-6, 644-659.

Hua, Y., Göçer, Ö., & Göçer, K. (2014). Spatial Mapping of Occupant Satisfaction and Indoor Environment Quality in a LEED Platinum Campus Building. Building and Environment, Vol. 79, 124-137.

Hua, Y., Loftness, V., Heerwagen, J., & Powell, K.M. (2011). Relationship between Workplace Spatial Settings and Occupant-Perceived Support for Collaboration. Environment and Behavior, Vol. 43, No. 6, 807-826.

Hua, Y., Loftness, V., Kraut, R., & Powell, K.M. (2010). Workplace collaborative space layout typology and occupant perception of collaboration environment. Environment and Planning B: Planning and Design, Vol. 37, No. 3, 429-448.

## Faculty Data Form

Awards, recognitions, grants, competitions:

Abe Fellow, Japan Foundation Center for Global Partnership, the U.S. Social Science Research Council, and the American Council of Learned Societies (2008)
JSPS Fellowship, Japan Society for the Promotion of Science (JSPS) (2013)
Japan Foundation Center for Global Partnership Fellowship (2011-2014 & 2010-2011)
Recipient of the 2008 Excellence in Green Building Curriculum Incentive Grant, U.S. Green Building Council (2008)

Professional memberships and service:

Appointed Member, China Green Building Council (2009 to present)
Member, Board of Directors, Facility Management Accreditation Commission (FMAC), International Facility Management Association (IFMA) Foundation (2016-2018)
Member, Research Advisory Committee, the U.S. Green Building Council (USGBC) (2010-2012)
Member, Advisory Committee, International Sustainable Campus Network (2010-2018)
Co-Chair of Working Group 1: Buildings and their Sustainable Impact, International Sustainable Campus Network (2010-2018)

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

“Work mode and workplace models: Evolvement, trends and innovation”, 2021 Work Ecology Forum, Dream+, October 26, 2021, Beijing, China.

“The process of place-making: Streams of information and design interventions”, International Symposium of Space and Media, co-organized with the Future Lab, Tsinghua University, November 20, 2021, Beijing, China.

“Workplace as platforms and enablers”, Council on Tall Buildings and Urban Habitat (CTBUH) 2021 International Conference Shenzhen – The future city: Addressing carbon, climate, and societal crisis, November 12, 2021, Shenzhen, China.

"Integrated perspectives of design strategy + urban design: A Cornell-ZJU joint studio experiment", Re-Connecting: Symposium on Urban Design Pedagogy from a Cross-Disciplinary Perspective, October 10, 2021, Tongji University, Shanghai, China.

“International collaboration under the theme of green and low-carbon built environment”, International Forum at the 17th International Conference on Green and Energy Efficient Building, May 18-19, 2021, Chengdu, China

“More capacity, same footprint: Reclaiming, renovating, repurposing and reallocating under-utilized resource”, Tradeline Conference: University Facilities 2019, May 6-7, 2019, Scottsdale, AZ.

“Sustainable building collaborative research and education initiatives using higher education campus as testbeds”, the 15th International Conference on Green and Energy Efficient Building, April 3-4, 2019, Shenzhen, China.

“Research-based workplace reengineering practice: The US experience”, IFM Symposium, October 5, 2018, Zurich, Switzerland.

“Urban renewal through the lens of new workplace & innovation in cities”, Urban Regeneration Forum, September 20, 2018, Beijing, China

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Saleh Kalantari  x full-time  Check one: ___adjunct ___part-time ___support ___other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐ Yes ☒ No |
| Individual has completed a degree in interior design: | ☐ Yes ☒ No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes ☒ No |

If this individual is a full-time faculty member, please indicate:
0 % of time spent in administration
50 % of time spent in teaching
50 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

2010–2014 Ph.D. in Architecture, Texas A&M University, College Station, TX
2006–2010 Master of Interior Architecture, Art University of Tehran, Tehran, Iran
2002–2006 Bachelor of Architecture, Yazd University, Yazd, Iran

Positions held in academic institutions (title of position/rank, year and tenure):

2018–present Assistant Professor, Cornell University, Ithaca, NY
Director, Design & Augmented Intelligence Lab (DAIL)
Design and Environmental Analysis
2017–2018 Assistant Professor, University of Houston, Houston, TX
Director, Design & Augmented Intelligence Lab (DAIL)
Gerald D. Hines College of Architecture & Design
2014–2017 Assistant Professor, Washington State University, Pullman, WA
School of Design and Construction
2006–present Founder and Principal Architect, Kalantari Studio
2012–2016 Research Director, Parkin Architects Limited, Toronto, Canada
2012–2014 Research Assistant, Texas A&M University, College Station, TX
College of Architecture, Department of Architecture
2010–2012 Teaching Assistant, Texas A&M University, College Station, TX
College of Architecture, Department of Architecture
2004–2005 Intern Architect, Haft-Bana Company, Tehran, Iran

Courses taught in the past two years:

**Cornell University**
Spring Semesters DEA6100: Studies in Design Thinking
Spring Semesters DEA3306/6406: Generative Design Studio
Fall Semesters DEA3500/6520: Ambient Environment

| | |
|---|---|
| Course Taught Prior to Cornell University of Houston (2017-2018) | Design, Human, & Artificial Intelligence, Gerald D. Hines College of Architecture<br>Thesis Prep, School of Design and Construction, Gerald D. Hines College of Architecture |

## Faculty Data Form

Positions held in design practice (firm name, title, and year):

Kalantari Studio (2006–)
I am the owner and principal architect at Kalantari Studio, specializing in design competitions, conceptual design, residential and office building design, and digital fabrication installation. Notable projects include the following:
2017 Zakeri Villa, 10,000 sq. Ft., Noor, Iran. Designer.
2016 Kilan Villa, 12,000 sq. Ft., Damavand, Iran. Designer.
2015 Nir Office Building, 15,000 sq. Ft., Tehran, Iran. Designer.
2014 Sadr Residential Complex, 38,000 sq. Ft., Tehran, Iran. Designer.
2013 Mahshid Residential Complex, 30,000 sq. Ft., Tehran, Iran. Designer.
2012 SK Medical Center, 1,200 sq. Ft., Toronto, Canada. Interior Designer.
Parkin Architects Limited (2012–2014)
2014 Oakville Trafalgar Memorial Hospital, Oakville, ON, Design Researcher.
2012–2014 Southwest Centre for Forensic Mental Health Care, St. Thomas, ON, Design Researcher.
2013–2014 Parkwood Institute Mental Health Care Building, London, ON, Design Researcher

Significant publications, creative projects, and/or paper presentations (up to six items):

Kalantari S., Xu T., Barankevich R. A., Mostafavi A., Boot W., Czaja S. (Accepted). Using a Nature-based Virtual Reality Cognitive Engagement Environment for Improving Mood State and Engagement in Older Adults: A Mixed-method Feasibility Study. Innovation in Aging.

Darfler, M., Cruz-Garza, J. G., & Kalantari, S. (2022). An EEG-based Investigation of the Effect of Perceived Observation on Visual Memory in Virtual Environments. Brain Science. 12, no. 2: 269.

Kalantari, S., Tripathi, V., Rounds, J. D., Mostafavi, A., Snell, R., & Cruz-Garza, J. (2022). Evaluating the impacts of color, graphics, and architectural features on wayfinding in healthcare settings using EEG data and virtual response testing. Journal of Environmental Psychology. 79, 101744

Kalantari, S., Rounds, J. D., Kan, J., Tripathi, V., & Cruz-Garza, J. G. (2021). Comparing physiological responses during cognitive tests in virtual environments vs. in identical real-world environments. Scientific Reports, 11(1), 1–14.

Kalantari, S., & Shepley, M. (2020). Psychological and social impacts of high-rise buildings: a review of the postoccupancy evaluation literature. Housing Studies, 1-30.

Kalantari, S., & Neo, J. R. J. (2020). Virtual Environments for Design Research: Lessons Learned From Use of Fully Immersive Virtual Reality in Interior Design Research. Journal of Interior Design, 45(3), 27–42

Awards, recognitions, grants, competitions:

2020 Lois and Mel Tukman Assistant Professorship, Cornell University
2018 The New Faculty Research Award Program, University of Houston, TX
2016 Iranian Interior Architecture's Society Recognition Award, Tehran, Iran
2013 History Maker Homes Endowed Scholarship, Texas A&M University
2013 Former Students Pooled Memorial Endowment Scholarship, Texas A&M University
2012 Cary N. Smith '34 Memorial Design Award, Texas A&M University

Professional memberships and service:

2018–present Cornell Institute for Healthy Futures (CIHF), Faculty Fellow
2014–present Association for Computer Aided Design in Architecture (ACADIA), Professional Member 2014–present Interior Design Educators Council (IDEC), Professional Member
2014–present Advanced Spatial Design (ASD) Research Group, Global Research Affiliates
2017-2019 The BRAIN Center, Research Affiliates

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Cornell University : 2019- Design + Environmental Analysis Faculty Senator
University of Houston : 2017-2018 Cyber Transform Symposium, Gerald D. Hines College of Architecture and Design Representative.

Editorial Duties : Lead Guest Editor, Frontiers in Virtual Reality, Special Issue: "Extended Reality as a Design Research Tool," 2021
ad hoc Journal Reviewer: Frontiers in Virtual Reality, Design Science Journal, Building Research and Information, Architectural Engineering and Design Management (AEDM), Health Environments Research & Design Journal (HERD), Facilities Journal

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Jay Yoon

Check one:
x full-time ____adjunct ____part-time ____support
____other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐ Yes ☒ No |
| Individual has completed a degree in interior design: | ☐ Yes ☒ No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes ☒ No |

If this individual is a full-time faculty member, please indicate:
0 % of time spent in administration
50 % of time spent in teaching
50 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

| | |
|---|---|
| 2012/2018 | Ph.D. in Industrial Design Engineering, TU Delft, NL |
| 2008/2010 | MSc in Design for Interaction (Cum Laude), TU Delft, NL |
| 1998/2006 | BA in Industrial and Visual Communication Design, BE in Computer Science (minor), Handong University, Pohang, KR |

Positions held in academic institutions (title of position/rank, year and tenure):

| | |
|---|---|
| 2018/pres. | Assistant Professor of Human Centered Design, Cornell University, NY, US |
| 2016/2018 | Assistant Professor of Industrial Design, University of Liverpool, Liverpool. UK |
| 2012/2016 | Teaching staff of Industrial Design Engineering, TU Delft, Delft, NL |

Courses taught in the past two years:

Spring: 4700/6700 Applied Ergonomics Methods, 3308 Positive Design Studio
Fall: 3510/6510 Human Factors & Inclusive design
Spring & Fall: 4010 Empirical Research, 4020 Supervised Fieldwork, 4990 Honors Thesis, 8990 Master Thesis, 9990 PhD Thesis and Research, MAE6900 M.Eng Project

Positions held in design practice (firm name, title, and year):

| | |
|---|---|
| 2006/2007 | Interaction Designer, NAVER Corporation, Suwon, KR |
| 2002/2004 | Interaction Designer, ITLine, Seoul, KR |

Significant publications, creative projects, and/or paper presentations (up to six items):

Yoon, J. & Kim, C. (2022). Positive emodiversity in everyday human-technology interactions and users' subjective well-being, International Journal of Human-Computer Interaction.

Yoon, J., Li, S., & Yu, H. (2021). Design-mediated positive emotion regulation: The development of an interactive device that supports daily practice of positive mental time traveling, International Journal of Human-Computer Interaction. 1-15.

Yoon, J., Kim, C., & Kang, R. (2020). Positive user experience over product usage life cycle and the influence of demographic factors. International Journal of Design, 14(2), 85–102.

Yoon, J., Pohlmeyer, A. E., Desmet, P. M., & Kim, C. (2020). Designing for positive emotions: Issues and emerging research directions. The Design Journal, 24(2), 167-187.

Yoon, J., Pohlmeyer, A. E., & Desmet, P. M. A. (2016). When "feeling good" is not good enough: Seven key opportunities for emotional granularity in product development. International Journal of Design,10(3), 1–15.

Desmet, P. M. A., Fokkinga, S.F., Ozkaramanli, D., & Yoon, J. (2016). Emotion-driven product design. In: H. L. Meiselman (Ed.). Emotion measurement (pp. 406-426). New York: Elsevier.

Awards, recognitions, grants, competitions:

| | |
|---|---|
| 2022/2027 | CAREER: Using positive emotion regulation to design everyday technology that promotes subjective well-being, National Science Foundation, $497,466, PI |
| 2020/2023 | Design for happiness through positive emotions in human-design interactions, National Research Foundation, KR, $125,000, Co-PI |
| 2019/2021 | Identifying core user values and design opportunities in mobile experiences, Samsung Electronics, $83,000, PI |
| 2019/2020 | Design-mediated behavior change and well-being, Clay, Inc: Design Research Grant, $10,000, PI |

Awards, recognitions, grants, competitions:
2022/2027 CAREER: Using positive emotion regulation to design everyday technology that promotes subjective well-being, National Science Foundation, $497,466, PI
2020/2023 Design for happiness through positive emotions in human-design interactions, National Research Foundation, KR, $125,000, Co-PI
2019/2021 Identifying core user values and design opportunities in mobile experiences, Samsung Electronics, $83,000, PI
2019/2020 Design-mediated behavior change and well-being, Clay, Inc: Design Research Grant, $10,000, PI

Professional memberships and service:
Membership: Design Research Society, Design Society, Global Positive Design Initiative
Thesis committee: Rhode Island School of Design, UNIST
Grant reviewer: Swiss National Science Foundation
Journal reviewer: International Journal of Design, Journal of Design Research, The Design Journal, She Ji: The Journal of Design, Economics, and Innovation, Diseña, Archives of Design Research, IEEE Transactions on Affective Computing, Base, Design, and Innovation
Conference reviewer: International Upcycling Symposium, ACM Designing Interactive Systems, International Conference on Design & Emotion, ACM Nordic Conference on Human-Computer Interactions

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):
AHFE: Applied Human Factors and Ergonomics, New York, NY, USA (2022)
DRS: Design Research Society, Bilbao, ES. (2022)
ACM Association for Computing Machinery International Conference on Human Factors in Computing Systems, (New Orleans, LA, USA. 2022; Honolulu, HI, USA, 2020)
IASDR: International Congress of International Association of Sciences of Design Research, (Hong Kong, 2021; Manchester, UK, 2019)
ACM Association for Computing Machinery International Conference on Mobile Human-Computer Interaction. (Virtual, 2021)
ACM DIS: Association for Computing Machinery International Conference on Designing Interactive Systems. (Virtual, 2021)
AMPS: Architecture Media Politics Society, Tallahassee, FL, USA. (2020)
ASME IDETC: American Society of Mechanical Engineers International Design Engineering Technical Conferences, Anaheim, CA, USA. (2019)
ICED: International Conference on Engineering Design, Delft, NL. (2019)
International Symposium on Expanding communities of sustainable practice, Leeds, UK. (2018)

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Gary Evans _____ Check one:
x___full-time ____adjunct ____part-time ____support
____other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐ Yes x☐ No |
| Individual has completed a degree in interior design: | ☐ Yes x☐ No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes x☐ No |

If this individual is a full-time faculty member, please indicate:
_____% of time spent in administration
50 _____% of time spent in teaching
50 _____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):
AB Psychology Colgate 1971
PhD Psychology University of Massachusetts, Amherst 1975
Post-doctoral neuroendocrinology Stockholm University 1988
Post-doctoral developmental psychology NICHD 1998

Positions held in academic institutions (title of position/rank, year and tenure):
Assistant – Full Professor 1975-1992 University of California, Irvine Tenure 1980
Elizabeth Lee Vincent Professor 1992-present Cornell University

Courses taught in the past two years: Note: on sabbatical 2021-2022
Environmental Psychology
Poverty, Children, and the Environment
Mentoring in Higher Education

Positions held in design practice (firm name, title, and year):
None

Significant publications, creative projects, and/or paper presentations (up to six items):

Evans, G.W. (2019). Projected Behavioral Impacts of Global Climate Change. "Annual Review of Psychology, 70", 1, 449-474.
Evans, G.W. (2017). Childhood poverty and adult psychological well-being. "Proceedings of the National Academy of Sciences, 113", 14949-14952.
Evans, G.W., Li, D., & Whipple, S.S. (2013). Cumulative risk and child development. "Psychological Bulletin, 139", 1342-1396.
Evans, G.W. & Wachs, T.D. (Eds.). (2010). "Chaos and its influence on children's development: An ecological perspective. "Washington, DC: American Psychological Association".
Evans, G.W. (2006). Child development and the physical environment. "Annual Review of Psychology, 57," 423-451.
Evans, G.W. (2004). The environment of childhood poverty. "American Psychologist, 59," 77-92

Awards, recognitions, grants, competitions:
Career Award EDRA
Fulbright Senior Research Fellowships (India, Austria)
National Senior Research Service Award, NIH
Mac Arthur Foundation Network on SES and Health
Docteur Honoris Causa  Stockholm University
Board on Children, Youth, and Families, US National Academy of Sciences
John Simon Guggenheim Fellowship
Fellow, Center for Advanced Study in the Behavioral Sciences

I have had continuous extramural grant support from 1973-2017. Sources include NSF, NIH, Mac Arthur Foundation, W.T. Grant Foundation.

I have had continuous intramural teaching grants from 1975-present from UC Irvine and Cornell University. Much of this is to run a mentoring program that supports the transition of freshman minority and first generation college students to the university. I have also received funding to increase diversity in the curriculum, and for an advanced, writing in the major component in my Environmental Psychology course.

Teaching awards: UCI Alumni Distinguished Teaching Award; UCI Academic Senate Distinguished Lecturer; University Course, Cornell; Cornell Merrill Presidential Scholar: Outstanding Educator [awarded four times]; Cornell Carpenter Advising Prize; Cornell Class of ’72 Academic Innovation Award; Cornell Kaplan Family Distinguished Faculty Fellowship in Service Learning; Who’s Who among America’s Teachers.

Professional memberships and service:
At age 60 I retired from 12 Journal Editorial Boards.
I am a fellow of the American Psychological Association and of the American Psychology Society. I am also a member of EDRA, IAPS, and the Society for Research in Child Development.
Board of Directors, Tompkins County Action Agency (administers state and federal poverty programs)

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):
Conference presentations at:  EDRA, IAPS, American Psychological Association, American Psychological Society, Society for Research in Child Development, International Network for Research on Inequalities in Child Health.

Three keynote presentations (Rural Schools Association, EDRA, Academics Stand Against Poverty).

Colloquia at Stanford, UC Berkeley, Pennsylvania State University, Claremont College.

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Cindy Kao  x full-time  Check one: ___adjunct ___part-time ___support ___other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐ Yes ☒ No |
| Individual has completed a degree in interior design: | ☐ Yes ☒ No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes ☒ No |

If this individual is a full-time faculty member, please indicate:
0 % of time spent in administration
50 % of time spent in teaching
50 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

MIT Media Lab, Cambridge, MA (2018) - Ph.D. in Media Arts and Sciences
National Taiwan University (NTU), Taipei, Taiwan (2013) - M.S. in Computer Science (Top 1% GPA) (GPA 4.23/4.3)
National Taiwan University, Taipei, Taiwan (2011) - B.S. in Computer Science & B.B.A. in Technology Management (double major) Presidential Award (Top 5% GPA) (GPA 3.91/4.0)

Positions held in academic institutions (title of position/rank, year and tenure):

Cornell University, Ithaca, NY (Jan 2019-present)
Assistant Professor in Dept. of Human Centered Design, College of Human Ecology (tenure-track)

Royal College of Art, London, UK (2018) Visiting Lecturer in Fashion Design Programme
MIT Media Lab, Cambridge, MA (2013-2018) Graduate Research Assistant
Technicolor Research, Los Altos, CA (2017) Research Intern
Microsoft Research, Redmond, WA (2016) Research Intern
Microsoft Research, Redmond, WA (2015) Research Intern

Courses taught in the past two years:

DEA1110/COGST1111: Making a Difference by Design, Cornell University FA2019/2020/2021
DEA 6040: Future Body Craft: Fabricating On-Skin Interfaces, Cornell University FA2020/2021
DEA 2200: Art+Science, Cornell University SP2020/2021/2022
MIT IAP 2017 Fabricating Electronic Tattoos

Significant publications, creative projects, and/or paper presentations (up to six items):

Kim, Jin-Hee (Heather), Patil, Shreyas, Matson, Sarina, Conroy, Melissa, Kao, Hsin-Liu (Cindy), "KnitSkin: Machine Knitted Scaled Skin for Locomotion", In Proc. ACM Human Factors in Computing Systems (CHI) 2022 (accepted, to appear)
Ku, Pin-Sung, Huang, Kunpeng, Galada, Aditi, Kao, Hsin-Liu (Cindy), "Patch-O: Deformable Woven Patches for On-body Actuation," In Proc. ACM Human Factors in Computing Systems (CHI) 2022, In Proc. ACM Human Factors in Computing Systems (CHI) 2022 (undergoing revision through Revise & Resubmit)
Tan, Grace, Hidalgo, Harrison, Kao, Hsin-Liu (Cindy), Walker, Ian, Green, Keith Evan, "A Continuum Robot Surface of Woven, McKibben Muscles Embedded in and Giving Shape to Rooms," In Proc. of the IEEE International Conference on Robotics and Automation (ICRA) 2022 (accepted, to appear)

[C18] Kim, Jin-Hee (Heather), Huang, Kunpeng, White, Simone, Conroy, Melissa, Kao, Hsin-Liu (Cindy), "KnitDermis: Exploring Opportunities for Exploring Tactile On-Body Interfaces Through Machine Knitting", In Proc. ACM Designing Interactive Systems (DIS) 2021 [Acceptance rate 24% (153/623)—Best Paper Honorable Mention, Top 5%]

[C17] Huang, Kunpeng, Sun, Ruojia, Zhang, Ximeng, Molla, Tahmid Islam, Dunne, Margaret, Francois Guimbretiere, Kao, Hsin-Liu (Cindy), "WovenProbe: Probing Possibilities for Weaving Fully-Integrated On-Skin Systems Deployable in the Field", In Proc. ACM Designing Interactive Systems (DIS) 2021 [Acceptance rate 24% (153/623)—Best Paper Winner, Top 1%]

Awards, recognitions, grants, competitions:

. Cornell PWWC Affinito-Stewart Award, 2019
. Fast Company Innovation by Design Award Honorable Mention | Experimental Category, 2018
. World Technology Award Finalist in Design, 2018
. South by South West (SXSW) Interactive Innovation Award, 2017
. Ars Electronica STARTS Prize Nomination, 2017
. Fast Company Innovation by Design Award Finalist | Experimental Category, 2017

. A'Design Award – Silver, 2017
. Fast Company World Changing Ideas Award Finalist, 2017
. CEW Scent Innovator Award for Fragrance Nominee, 2017
. MIT Bill Mitchell++ Award (For Work that Embodies Mitchell's Spirit of Creativity, Playfulness & Rigor), 2015

. MIT Council of Arts Award Grant, 2015

Professional memberships and service:

Paper Chair and Subcommittee Chair
• Program Chair, ACM International Symposium on Wearable Computers (ISWC) 2021
• Subcommittee Chair, ACM Designing Interactive Systems (DIS), for the"Experiences, Artefacts, and Technology" subcommittee, 2021
Associate Editor
• ACM Journal on Interactive Mobile Wearable and Ubiquitous Technologies (IMWUT), 2021-present
Program Committee Member (Associate Chair)
• ACM Human Factors in Computing Systems (CHI), 2022
• ACM User Interface Software and Technology (UIST), 2021
• ACM Designing Interactive Systems (DIS), 2020, 2019
• ACM Tangible Embedded and Embodied Interaction (TEI), 2021, 2018
• ACM International Symposium on Wearable Computers (ISWC), 2019
• ACM Human-Computer Interaction with Mobile Devices and Services (MobileHCI), 2019
• Design and Semantics of Form and Movement (DesForm), 2019
• ACM Interactive Surface and Spaces (ISS), 2018
• Augmented Humans (AH), 2016
• ACM Transactions on Sensor Networks (TOSN), 2011
• IEEE Pervasive Computing, 2019-2021

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

• Cornell University Design+Tech Committee, College of Human Ecology representative, 2020-present
• College of Human Ecology Diversity Committee, DEA representative 2019-2020
• William J. Keeton House Fellow, Cornell University, 2019-2020
• Ph.D. Admissions Committee, Cornell DEA, 2019-present
• M.S. Admissions Committee, Cornell DEA, 2019-present
• Ph.D. Admissions Reviewing Faculty, Cornell InfoSci, 2019-present

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Janet Loebach x full-time

Check one:
____adjunct ____part-time ____support
____other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐ Yes ☒ No |
| Individual has completed a degree in interior design: | ☐ Yes ☒ No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes ☒ No |

If this individual is a full-time faculty member, please indicate:
0 % of time spent in administration
50 % of time spent in teaching
50 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

2013 PhD, Geography (Children's & Health Geographies) Department of Geography, University of Western Ontario
2004 Master of Environmental Design Studies (MEDS) School of Architecture & Planning, Dalhousie University
1997 Bachelor of Civil Engineering & Society (B.Eng.Soc) Faculty of Engineering / Engineering & Society Program, McMaster University

Positions held in academic institutions (title of position/rank, year and tenure):

2021 The Evalyn Edwards Milman Endowed Assistant Professorship in Child Development
Department of Human Centered Design; Cornell University
2019 Assistant Professor, Department of Human Centered Design; Cornell University
2018-19 Community-Based Research Fellowship (Outdoor Play & Community Environments) Centre for Addiction & Mental Health; Institute for Mental Health Policy Research
2017-18 Post-doctoral Fellowship (Barriers/Facilitators of Outdoor Play; Cultural Differences)
Centre for Addiction & Mental Health; Institute for Mental Health Policy Research
2017-18 Lecturer (Psychology and the Built Environment) Athabasca University; Department of Psychology 2014-15
Post-doctoral Fellowship (Research with/for youth; Indigenous youth mental health)

Young Lives Research Laboratory, University of Prince Edward Island

Courses taught in the past two years:

Designing Age-Friendly Environments (Spring 2021 - )
Research Methods in Human-Environment Relations (Spring 2020 - )
Studies in Human-Environment Relations (Fall 2020 - )
Department of Human Centered Design (formerly Design & Environmental Analysis)

Significant publications, creative projects, and/or paper presentations (up to six items):

Ramsden, R. Han, C., Mount, D., Loebach, J. Cox, A., Herrington, S., Bundy, A. Sandseter, E., Stone, M., Tremblay, M.S. & Brussoni, M. (in preparation; submission Feb 2022). PROmoting Early Childhood Outside (PRO-ECO): an outdoor free play intervention for children aged 3 to 5 years in early childhood education centres - Study protocol for a pilot cluster randomised controlled trial. BMC Public Health.

Loebach, J., Meredith, G. & Rakow, D. (under review). Time outdoors in nature to improve staff wellbeing; Examining changes in behaviors and motivations among university staff in the use of natural outdoor environments since the emergence of the COVID-19 pandemic. Frontiers in Psychology Special Issue: Mental health promotion during Covid-19: Applications from self-care resources, lifestyles and environments.

Barankevich, R. & Loebach, J. (accepted). Self-care and mental health among college students during the Covid-19 pandemic: Social and physical environment features of interactions which impact meaningfulness and mitigate loneliness.
Bishop, K., Corkery, L., Ashfar, N., Aminpour, F., Brussoni, M., Carroll, P., Derr, V., Dimoulias, K. Edwards, C., Flanders Cushing, D., Herrington, S., Johnson, J., Kreutz, A., Loebach, J., Owens, P.E., Tresize, B. & Witten, K. (accepted; in press). The Impacts of COVID-19 on children, youth and their environments in Canada, the USA, New Zealand and Australia. Children, Youth & Environments.
Loebach, J., Sanches, M., Jaffe, J., Elton-Marshall, T. (2021). Paving the Way for Neighborhood Play: Examining socio-environmental barriers to community-based outdoor play. International Journal of Environmental Research & Public Health, 18, 3617.
Loebach, J. & Cox, A. (2020). Tool for Observing Play Outdoors (TOPO): A new typology for capturing children's play behaviors in outdoor environments. International Journal of Environmental Research and Public Health; Special Issue: The Environment and Children's Health, 17(15), 5611.

Awards, recognitions, grants, competitions:

- Cornell Center for Social Sciences, Faculty Fellowship (2022-23), $9500
- Evalyn Edwards Milman Endowed Assistant Professorship (2021-2025)
- CHE Cornell Cooperative Summer Internship grant (2021-2022), Cornell, $5500 (PI)
- College of Human Ecology Engaged Research Seed Grant (2021), $4000 (PI)
- Cornell Engaged Faculty Fellowship (2021), $2000
- Understanding and mitigating the impacts of the COVID-19 pandemic on children, youth and families in Canada, Canadian Institutes for Health Research, (2021-23), $150,000 (Co-I)
- Promoting Early Childhood Outside (2021-2014), Lawson Foundation, $650,000 (Co-I)
- Salles Schaffer Fund Grant for Emerging Technology (2021), Cornell, $2,000 (PI)
- CHE Cornell Cooperative Summer Internship grant (2020-2021), Cornell, $5500 (PI)
- DEA Engaged Advancement Grant (2021), Cornell, $1500 (PI)
- Grant Fellows Workshop, Cornell University (2020-2021)
- Cornell Center for Social Sciences Grant, Reimagining Recess, $11,687 (PI) (2019-2021) [Note: CCSS accepted revised proposal for Staff, Nature & Well-Being study, Summer 2020]
- Research Seed Grant, Outdoor Playspace Audit Tool, US Play Coalition (2019-2020) (PI)
- Post-doctoral Community-Based Research Fellowship, CAMH (2018-2019)
- Post-doctoral Fellowship, CAMH Institute for Mental Health Policy Research (2017-2018)

Professional memberships and service:

Editorial Review Board Member

Children, Youth and Environments Journal (2019 - present) Published by: University of Cincinnati
PsyEcology: Bilingual Journal of Environmental Psychology (2020 - present) Published by: Taylor & Francis
Cities & Health Journal (2021-present) Published by: Taylor & Francis
Landscape & Urban Planning (2021-present) Published by: Elsevier

Journal Guest Editor

Loebach, J., Casey, T. & McKendrick, J. (Eds). Children, Youth & Environments, Special Issue: Unleashing the Power of Play: Research from the International Play Association 20th Triennial Conference (September 2018)

Board of Directors Memberships

§ International Play Association – Canada (2008– present)

Ongoing Committee Work

§ Children, Youth & Environments Network, EDRA (Co-Chair) (2012-present)
§ Advocacy & Partnerships Committee, IPA Canada (Chair) (2019-present)
§ Nature for All Ithaca (2019-present)
§ Age-Friendly Tompkins Center of Excellence Steering Committee (2020-present)

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Nancy Wells  x full-time  Check one: ___adjunct ___part-time ___support ___other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐ Yes ☒ No |
| Individual has completed a degree in interior design: | ☐ Yes ☒ No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes ☒ No |

If this individual is a full-time faculty member, please indicate:
0 % of time spent in administration
50 % of time spent in teaching
50 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

**University of California - Irvine**, School of Social Ecology, Irvine, California
NIMH Post-Doctoral Trainee, Department of Psychology & Social Behavior, 2000 - 2001

**University of Michigan**, Horace H. Rackham Graduate School, Ann Arbor, Michigan
M.S. Architecture, May 1998
Ph.D. Psychology and Architecture (joint degree), April 2000

**Cornell University**, College of Human Ecology, Ithaca, New York
M.S. Design & Environmental Analysis, Human-Environment Relations, January 1994

**Connecticut College**, New London, Connecticut
B.A. summa cum laude with honors and distinction, Psychology, May 1986

Positions held in academic institutions (title of position/rank, year and tenure):

Professor, Human Center Design (formerly Design & Environmental Analysis), Cornell University, 2021 - present
Senior Associate Dean for Research and Graduate Education, 2020-present
Director of Graduate Studies, Design & Environmental Analysis, Cornell University, 2010–2013, 2017-2020
Associate Professor, Design & Environmental Analysis, Cornell University, Ithaca, NY, 2007 – 2016
Assistant Professor, Design & Environmental Analysis, Cornell University, Ithaca, NY, 2001 – 2007

Courses taught in the past two years:

DEA 2700 Healthy Places
DEA 6560 Research Methods in Social Sciences
DEA 6610 Environments and Health
DEA 5560 Health Impact Assessment

Significant publications, creative projects, and/or paper presentations (up to six items):

Li, D., Menotti, T. and Ding, Y., Wells, NM (2021). Evaluating the Evidence for Life Course Nature Exposure and Mental Health Outcomes: A systematic review and Future Directions. *International Journal of Environmental Research and Public Health*, 18 (10), 5146.

Aldred Cheek, KL and Wells, NM (2019). Changing Behavior through Design: A lab fume hood closure experiment. *Frontiers in the Built Environment, 5,* 146.

*Wells, NM Rollings, KA, Ong, AD, & Reid, MC (2019). Nearby nature buffers the pain catastrophizing-pain intensity relation among urban residents with chronic pain. Frontiers in Built Environment, 5, 1-13.*

Brittin J, Frerichs L, Sirard JR, Wells NM, Myers BM, Garcia J, Sorensen D, Trowbridge MJ, Huang TTK (2017). Impact of Active School Design on School-Time Sedentary Behavior and Physical Activity: A Pilot Natural Experiment. *PLoSONE 12*(12).

Rollings, K.A., Wells, N.M., Evans, G.W., Bednarz, A., & Yang, Y. (2017). Housing and neighborhood physical quality: children 's mental health and learned helplessness. *Journal of Environmental Psychology, 50, 17-23*

Rollings, K.A. & Wells, N.M. (2017). Effects of residential kitchen floor plan openness on eating behaviors. *Environment & Behavior, 49(6).*

Awards, recognitions, grants, competitions:

Engaged Learning & Research Faculty Fellowship, Cornell University, 2013
Mentorship & Advising Award, Kappa Omicron Nu/ Human Ecology Alumni Association, 2012
Fellow, Atkinson Center for a Sustainable Future (ACSF), Cornell University, 2009
Dissertation Fellowship, Horace H. Rackham Graduate School, University of Michigan, Fall 1999
Pre-Doctoral Fellowship, Horace H. Rackham Graduate School, University of Michigan, 1998-1999
Community of Scholars Fellowship, Institute for Research on Women & Gender, U. of Michigan, 1998
Progressive Architecture Award for Architectural Research, Citation, living-learning communities study, with Angelini and Associates Architects, *Architecture* magazine, April 1998
Regents' Fellowship, Horace H. Rackham Graduate School, University of Michigan, 1994-1997
The Seabury Foundation Fellowship, Architecture Ph.D. Program, University of Michigan, 1995-1996
Robert L. Rhyne *Phi Beta Kappa* Connecticut College Alumni Scholarship, 1994

Professional memberships and service:

**PROFESSIONAL ASSOCIATIONS**
Member, Environmental Design Research Association (EDRA)
Member, International Association of People-Environment Studies (IAPS)
Member, Society for the Psychological Study of Social Issues
Member, International Association of Applied Psychology

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

*The Teaching Professor conference*. Atlanta, GA, May 29-31, 2015.
*Environmental Design Research Association*, Los Angeles, CA, May 27-30, 2015
*Children & Nature Network conference*. Austin, TX, April 6-9, 2015
*A Community on Ecosystems Services (ACES)*. Washington DC, December 8-12, 2014.
Mac Arthur Foundation Roundtable. Boston, MA. July 29-30, 2014.
*International Conference of Applied Psychology*, Paris, France. July 8-13, 2014.
*Society for Nutrition Education and Behavior (SNEB)* annual meeting. Milwaukee, WI. June 28 – July 1, 2014.
*Environmental Design Research Association* annual meeting. New Orleans, LA, June 2014
*International Society for Behavioral Nutrition and Physical Activity.* San Diego, CA. May 21-14, 2014.
*Environmental Design Research Association* annual meeting. Providence RI. May-June 2013
*Active Living Research* conference, Robert Wood Johnson Foundation. San Diego CA, Feb 25-28.
Environmental Design Research Association annual meeting, Seattle, WA. May 2012.
Environmental Design Research Association annual meeting, Chicago, IL. May 2011.
International Society for Behavioral Nutrition and Physical Activity. Minneapolis, MN, 9-12 June, 2010.
Olson, C.M., Gantner, L., Graham, M.L., Wells, N.M., and Strawderman, M. (2010).

## Faculty Data Form

Name: Rana Sagha Zadeh

Check one:
X full-time ____adjunct ____part-time ____support
____other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐ Yes ■ No |
| Individual has completed a degree in interior design: | ☐ Yes ■No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes ■No |

If this individual is a full-time faculty member, please indicate:
0 % of time spent in administration
50 % of time spent in teaching
50 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

| Institution & Location | Degree/Certificate | Completion | Field of Study |
|---|---|---|---|
| Weill Cornell Medicine, NY | Carrier Enhancement | 12/2020 | Issues in Clinical Research |
| Johns Hopkins Sch of Pub Health, MD | Injury Prevention | 06/2019 | Principles of Injury Prevention |
| Texas A&M University, TX | Ph.D. | 05/2012 | Architecture, Health & Design |
| Azad Univ., Tehran, Iran | M.Arch. | 04/2005 | Architecture |

Positions held in academic institutions (title of position/rank, year and tenure):

2019–present Associate Professor with tenure, Cornell University
2016–present Graduate Faculty Field Member, Dept. of Systems Engineering, Cornell Univ.
2020–2022 Visiting Associate Professor, Univ. of British Columbia, Faculty of Medicine
2012–present Director, Co-founder, Health Design Innovations Lab, affiliated with Cornell Institute for Healthy Futures
2012–2019 Assistant Professor, Dept. of Design and Environmental Analysis, Cornell University

Courses taught in the past two years:

DEA 6550 Innovations in Healthcare Research & Design
DEA 4500 Policy Meets Design: High-Impact Facilities of the 21st Century

Positions held in design practice (firm name, title, and year):

2020 Consultant, Department of Maternal, Newborn, Child & Adolescent Health & Ageing World Health Org.
2019 Faculty-in-Residence, Div of Geriatrics and Palliative Medicine, New York-Presbyterian/Weill Cornell
2009 Healthcare Evidence-Based Design Research Assistant, WHR Architects
2008 Healthcare Sustainability Intern, RTKL Associates
2007–2011 Research & Teaching Assistant, School of Architecture, Texas A&M University
2005–2007 Design Leader, SGT Construction
1999–2005 Independent Design Consultant

Significant publications, creative projects, and/or paper presentations (up to six items):

**Sagha Zadeh, R.,** Owora, A. H., Jiang, N., & Pham, Y. (2019). Sociodemographic and Job Characteristics Influence Environmental Strategies Used to Manage Workplace Sleepiness. *J of Occupational and Environmental Medicine.*

**Sagha Zadeh, R.,** & Eshelman, P. (2019). "Palliative design" meets "palliative medicine": A strategic and judicious approach to the design, construction, and operation of healthcare facilities. *HERD.*

**Sagha Zadeh, R.,** Capezuti, E., Eshelman, P., Woody, N., Tiffany, J., & Krieger, A. (2018). Non-pharmacological solutions to sleep and circadian rhythm disruption: V*BMC Palliative Care, 17*(1), 131.

**Sagha Zadeh, R.,** Shepley, M., Owora, A., Waggener, L., Chung, S., & Donnenbaum, M. (2018).The Importance of Specific Workplace Environment Characteristics for Maximum Health and Performance: Healthcare Workers' Perspective. *Jl of Occupational and Environmental Medicine.* 2018:60(5):245-252.

**Sagha Zadeh, R.,** Shepley M. Sadatsafavi, H., & Krieger, A. (2017). Improve safety by design in healthcare work environments. *HERD.*

Awards, recognitions, grants, competitions:

- 2016–2017 Innovation Incubator Award, Weill Cornell Medical College; PRIME SLEEP Automated Patient Evaluation and Monitoring System, Phase II: Optimization of Systems and Subsystems for Feasibility and Affordability
- 2017 Honors plaque for promotion of architectural design for healthy aging, Villa Magazine, Tehran, Iran
- 2016 Faculty Fellow, Cornell's Institute for Healthy Futures
- 2016–2017 Novel Technology Award, Weill Cornell Medical College; PRIME Pilot technology
- 2015 Engaged Learning + Research Faculty Fellowship Award, Engaged Cornell
- 2013 AARC King Medal for Design Research (Ph.D. dissertation award for innovation, integrity, and scholarship in environmental design research)
- 2011–2012 New Investigator Award, Center for Health Design; Design research on daylighting
- 2009 Best Presentation Award, International Council for Research & Innovation in Building Construction; Assessment of green sustainable design guidelines
- US Department of Energy's Advanced Research Projects Agency-Energy (Co-PI) 2018–2020 "Developing and testing applications for the novel technology, radio-frequency identification readers and passive tags, in commercial and residential buildings. Responsible for Technology-to-Market and user experience evaluation of the solution." ($1,500,000)
- Smith-Lever Federal Capacity Fund, National Institute for Food & Agriculture, USDA (PI) 2015–2018 "PRIME Sleep (PRogram for Improving and Managing the Environment for Sleep)—a pilot education program for end-of life residents of New York State." This funding has enabled the development of an educational web-based module for caregivers and family members about reducing patients' sleep disruption. ($75,000)

Professional memberships and service:

- 2012–2018 Elected Member, Research Coalition, Center for Health Design (international nonprofit research organization in healthcare design)
- 2012 Founding member, Nursing Institute for Healthcare Design
- 2012–2015 Volunteer Member, Safety Risk Assessment Team, Center for Health Design
- 2012 – present, Director, co-founder, Health Design Innovations Lab

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Roberta Militello

Check one:
___full-time X adjunct ___part-time ___support
___other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | X Yes _ No |
| Individual has completed a degree in interior design: | ☐ Yes X No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes X No |

If this individual is a full-time faculty member, please indicate:
_____% of time spent in administration
100 % of time spent in teaching
0 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Master of Architecture, Cornell University, 2011

Positions held in academic institutions (title of position/rank, year and tenure):

Courses taught in the past two years:

DEA 2510 History of Design Futures
DEA 3050 Construction Documentation

Positions held in design practice (firm name, title, and year):

Tetra Tech, Architect, 2020 – present
Quasi Crystal Architecture PLLC, Architect, 2017 – 2020
Cornell University, Designer, 1997 - present

Significant publications, creative projects, and/or paper presentations (up to six items):

"Kernel House: An Adaptive Architectural System to Support Active Inserts for Flexible, Small-Scale Housing" October 2018, Virtual + Actual: Process and Product of Design , 2018 Design Communication Conference Proceedings. ISBN 978-1-64440-330-3 , Chapter 1, pp. 47-53, Roberta Militello, David Bosworth

"Landscapes of Consumption: Sustainable Culinary Architecture." June 2011, Roberta. Militello

"Development and Evaluation of a High Fidelity Canine Patient Simulator for Veterinary Clinical Training." April 2012, Journal of Veterinary Medical Education, Volume 39, Number 1 /2012, pp. 7-12, (cover feature), Daniel J. Fletcher, Roberta Militello, Gretchen L. Schoeffler, Catherine L. Rogers

"Imagine That – making the digital tangible"
Breakout Session at the New Media Consortium Annual Conference.
Applications for data visualization and imaging in education and research, NMC.org, 2013.

"Development of Computer-assisted Virtual Field Trips to

Support Multidisciplinary *Learning," Computers & Education,* Volume 52, Issue 3, April 2009, pp. 571-580, Astrid R. Jacobson, Roberta Militello, and Philippe C. Baveye.

Awards, recognitions, grants, competitions:

"Sustainable Culinary Systems, a research grant exploring intersections between architecture and the culinary arts," Culinary Institute of America, Hyde Park, NY

Habitat for Humanity of Tompkins County. Affordable Housing Grant to design and construct efficient home, 2012.

Professional memberships and service:

Registered Architect, New York State
LEED A P BD+C , Leadership in Energy and Environmental Design, Building Design & Construction NCARB Certification, National Council of Architectural Registration Boards
CSI CDT Certification, Construction Document Technologist

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

LU/HSW Courses:
Passive House + Living Building: Combining Rigorous Building Standards for Maximum Benefit LU/HSW Course
Rising above Creating a World of Zero Energy Buildings
Net Zero Ready: 10 Years in the Making
INCREMENTS OF CHANGE: From Early Tall Wood Buildings to a Global Movement and Online Education
Material Transparency, Health and Wellness and Biophilia
Providing Thermal, Moisture, and Fire Barriers In Harsh Conditions
Tunneling through the Cost barrier through innovative design and production methods
Site, Campus, Watershed: Integrating and Evaluating Green Infrastructure at Cornell University
Multiscale Thermal Design for Buildings | Resilience Panel
Performance of Ductless Heat Pumps in the Northeast
Retro-Commissioning - Why, What, and Its Value
Human Building Interaction: Solving the Occupant Problem
Learning from Innovative, Responsive, and Large Scale Energy Efficient Housing in Europe
From building Systems to Cities: Setting the Stage
Adventures in Building Science - Multi-Family New Construction
Daylight Autonomy 101
Dynamic Ventilation Reset Strategies
Embodied Carbon: The Critical Juncture Where Sustainability Meets Building Structure
A Greener Future Starts at Home
Building Performance with Respect to Energy Efficiency
Reimagining Building Codes: How to Green All Buildings
Zero net energy building cost control and feasibility
Wind-Related Issues in the Design of Buildings
CON2OV1088 - Silicone Sealants and coatings
CON2OV1098 - Why Buildings Leak
CON20V1093 - Rising Value of Specifications in a Data-Centric World
CON20V1099 - BIM Panel - What Does the Future Hold
CON2OV1079 - The Future of Specifiers
CON2OV1072 - Deciphering Specifications
CON2OV1089 - Flash, Connect, Inspect
CON2OV1075 - A New Paradigm for Building Enclosure LU/HSW Course CON2OV1088 - Fiberglass Window Installation Systems
CON2OV107OD1 - Errors and Omissions
CON20V1082 - Wind Resistance and Resilient Roof System Design
CON20V1092 - ADA-A117
CON20V10910 - The Value of Paint
CON20VOD1091 Essentials for Excellence in Project Delivery HSW Course CONVOD201081 - Concrete Polishing
CON20V10812 - Demystifying Rain Screen Concepts
CON20V107D2 - Curtain Wall Systems

## Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Cynthia Kaufman

Check one:
___full-time x_adjunct ____part-time ____support
____other (please indicate):

| | Check one: |
|---|---|
| Individual has been responsible for ID studio supervision in past 2 academic years: | ☐ Yes X No |
| Individual has completed a degree in interior design: | X Yes _ No |
| Individual has passed the complete NCIDQ exam: | ☐ Yes X No |

But I am a licensed Architect, AIA

If this individual is a full-time faculty member, please indicate:
_____% of time spent in administration
_____% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Bachelor of Science, 1986, Design+Environmental Analysis, Cornell University
Master of Architecture, 1994 University of Illinois (Chicago Campus, UIC)

Positions held in academic institutions (title of position/rank, year, and tenure):

2022: Adjunct Instructor: DEA 3302; Sustainable Consumerism; The New Typologies Studio, Cornell University
2013: Adjust Instructor: DEA 1150; Design, Graphics and Visualization, Cornell University
2008: Co-Instructor: Restaurant Design Charette, DEA Cornell University
1999: Adjunct Instructor: DEA ----; Sophomore Design Studio, Cornell University

Courses taught in the past two years:

Currently teaching: 2022: Adjunct Instructor: DEA 3302, Sustainable Consumerism; The New Typologies Studio

Positions held in design practice (firm name, title, and year):

HOLT Architects, 1994- Present
2021- Present: Principal Associate, Director of Interior Architecture
2011-2021: Principal Associate, Interior Architect and Project Manager
2009-2012: Associate, Interior Architect and Project Manager
1994-2009: Designer and Project Manager
1991-1994: Architecture School
1991-1994: Designer: DeStefano &Partners
1991-1994: Designer: Urban West Associates
1989-1991: Owner/Sole Proprietor: Cynthia Kaufman Design
1986-1989: Designer: Adam Tihany Associates
Summers 1984 and 1985: Design Intern: Adam Tihany Associates

Significant publications, creative projects, and/or paper presentations (up to six items):

UIC awards,
2021 – “In Celebration of Emotional Architecture”
Current: Painter/Artist
2016 Cornell Health and Design Symposium, Cayuga Birthplace
1991-1994:
“What is Socially Responsible Design?” Winning entry and exhibitor An Alternative Future for the Jane Adam’s Homes, Pratt Institute
“Power by Design” Winning entry, Environmental Design & Research Association
“The Future of Design” Winning entry, The Feminist Majority

Awards, recognitions, grants, competitions:

Look at UIC
Awards for projects as lead designer at HOLT Architects:
2021- AIASNY: Community Federal Credit Union on the Ithaca; Commons, Cornell University Uris Library Reading Room; First Heritage Federal Credit Union; SUNY Cortland Moffett Hall, Academic Building
2019 - American Libraries' Library Design Showcase: Barbara J. Burger iZone, University of Rochester
2018 - Barbara J. Burger iZone at University of Rochester
2016 – AIASNY: The Author A. Houghton Library, Corning Community College
2015 - American Libraries' Library Design Showcase The Author A. Houghton Library, Corning Community College

2014 – AIASNY: Cayuga Medical Center Women and Children's Center; Tompkins County Legislature Renovations
2014 – ASID New York Upstate Chapter: Park Foundation Renovations
2014 – ASID New York Upstate Chapter: Education Opportunity Center, University at Buffalo
2014 – New York State Historic Preservations Awards: Tompkins County Legislature Renovations
2012 – AIASNY: Stratton Hall, Science Building at Wells College
2014 – New York State Historic Preservations Awards: Hangar Theater Renovations
2014 – ASID New York Upstate Chapter: Carpenter Engineering Library, Cornell University
2006 – AIASNY: Cazenovia Art and Design Building at Cazenovia College
1991-1994
AIA Henry Adams Medal of Merit
Richard M. Raemer Memorial Award
AIA/AAF Scholarship for Professional Degree Candidates
John Entenza Memorial Endowed Award
Carol Phelan Scholarship
National Accrediting Board Visiting Team Member, University of Houston, 1994

Professional memberships and service:

SCUP: Society for College and University Planning
AIA: American Institute for Architects
YMCA Board Member
Town of Ithaca Planning Board Member

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

18 Credits per year since 2009, AIA Accredited courses
Many conferences from 1994-present including: Neocon, HCD, SCUP, SUNY PPAA, CCBOA